

# Official Academic Transcript from Evergreen State College

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## Sending School Information

Evergreen State College  
Registration and Records  
2700 Evergreen Pkwy NW  
Olympia, WA 98505  
Telephone: 360-867-6905  
School Web Page: [www.evergreen.edu](http://www.evergreen.edu)  
Accreditation: Northwest Commission on Colleges and Universities (NWCCU)

## Student Information

Student Name: Teal Joshua Hobson-Lowther  
Numeric Identifier: A00118341  
Birth Date: Jun 26  
Student Email: [hobtea26@evergreen.edu](mailto:hobtea26@evergreen.edu)

## Receiver Information

[hobtea26@evergreen.edu](mailto:hobtea26@evergreen.edu)



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# Transcript Delivery Page

The Evergreen State College - Olympia, Washington 98505

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Hobson-Lowther	Teal	Joshua	A00118341
Last	First	MI	Student ID

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## Student Info

**id** A00118341  
**name** Teal Joshua Hobson-Lowther  
**email** hobtea26@evergreen.edu  
**birth date** Jun 26

## Delivery Info

**to** Teal Hobson-Lowther  
**in network - receiver**  
**fice**  
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# Record of Academic Achievement

Transcript Summary Document for  
The Evergreen State College - Olympia, Washington 98505

Hobson-Lowther	Teal	Joshua	A00118341
Last	First	MI	Student ID

## TRANSFER CREDIT:

Start	End	Credits	Title
09/2008	12/2008	5	<b>University of Oklahoma</b>

## EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2009	12/2009	16	<b>Art Worlds</b> 4 - Studio Art: Beginning Drawing 2 - Studio Art: Beginning Figure Drawing 4 - Art History: Case Studies 1400-1930 4 - Art History: Introduction to Visual Culture 2 - Expository Writing in Art History
01/2010	03/2010	16	<b>Studio Projects: Land and Sky</b> 5 - Studio: 2D and 3D Approaches 6 - Studio: Independent Project and Exhibition 5 - Art History and Critical Dialogues
03/2010	06/2010	16	<b>"We're Here!"</b> 8 - Evolutionary Biology 4 - Field Biology: Raccoons 4 - Philosophy: Epistemology of Biology
06/2010	09/2010	8	<b>Biology, General: Cellular and Molecular Biology</b> 8 - General Biology with Laboratory
09/2010	03/2011	32	<b>Meaning, Math, and Motion</b> 3 - Precalculus with Laboratory 4 - Calculus I 4 - Calculus II 6 - University Physics I with Laboratory 5 - University Physics II with Laboratory 6 - Topics in Linguistics 4 - Interdisciplinary Projects: Linguistics, Mathematics, Physics
09/2010	12/2010	2	<b>The Way of Haiku and Haibun</b> 2 - Asian Poetry Writing
03/2011	06/2011	12	<b>Modern Models of Motion</b> 8 - Introduction to Modern Physics with Laboratory 4 - Calculus III
03/2011	06/2011	4	<b>Spanish, Beginning III</b> 4 - Beginning Spanish III
09/2011	12/2011	4	<b>Introduction to Electronic Music I</b> 4 - Music Technology
09/2011	12/2011	4	<b>Mathematical Systems</b> 4 - Modern Algebra I



# Record of Academic Achievement

Transcript Summary Document for  
The Evergreen State College - Olympia, Washington 98505

Hobson-Lowther	Teal	Joshua	A00118341
Last	First	MI	Student ID

## EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2011	12/2011	4	<b>Project Based Introductory Circuit Design</b> <i>4 - Applied Analog Electronics</i>
01/2012	06/2012	12	<b>Atoms, Molecules, and Reactions: Thermodynamics</b> <i>*12 - Thermodynamics and Kinetics</i>
01/2012	06/2012	5	<b>Undergraduate Research in Scientific Inquiry</b> <i>2 - Undergraduate Research in Materials Physics</i> <i>*3 - Undergraduate Research in Materials Physics</i>
01/2012	03/2012	4	<b>Project Based Introductory Circuit Design</b> <i>4 - Applied Analog Electronics</i>
01/2012	03/2012	4	<b>Project-Based Introductory Circuit Design II</b> <i>4 - Digital Electronics</i>
01/2012	03/2012	2	<b>Afro-Brazilian Dance</b> <i>2 - Afro-Brazilian Dance</i>
04/2012	06/2012	2	<b>Tutoring Math and Science Across Significant Differences</b> <i>2 - Education</i>

## Cumulative

152 Total Undergraduate Credits Earned



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
30253	Tutoring Math and Science Across Significant Differences		
Program or Contract No.	Title		
	02-APR-2012	15-JUN-2012	2
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Vauhn Foster-Grahler

The class was designed to help enhance the student's skills tutoring diverse types of people, and to multiply the teaching strategies they use to better meet the needs of a variety of learners. We discussed and reflected on diversity, power and privilege, and effective communication. The students learned about different learning styles and personality types, identified their own learning styles and personality types, and developed strategies for working with students with different learning styles. The students observed and critiqued real tutoring situations. Tutoring Math and Science across Significant Differences included an examination of some of the current research on the teaching and learning of math and science in higher education. In addition, students experienced and evaluated a variety of tutoring strategies.

**EVALUATION:**

Written by: Vauhn Foster-Grahler

Teal was an outstanding, thoughtful, and exceptional student whose insights significantly contributed to the quality of this course. Teal was almost always prepared for class and actively participated in all aspects of the course. Teal's summative journal entry very successfully demonstrated the ability to reflect on and synthesize the quarter's work. Teal was a pleasure to have in class.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Education

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June 12, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
20157			
Program or Contract No.	Afro-Brazilian Dance	Title	
	09-JAN-2012	23-MAR-2012	2
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Janelle Keane Campoverde

In our Afro-Brazilian class students were encouraged to rely on their own inner authority and classes were designed to increase this ability to sense internally while being led through new, unfamiliar movements. Bridging the connection between kinesthetic, auditory and visual skills was emphasized so as to understand the interdependence of drumming, singing and dancing in Brazilian culture. Utilizing their ability to listen and respond, students integrated dance, song and rhythm to create community expression and understand religious and folkloric forms. Every student reconnected with the innate pleasure of learning through movement. Students experienced playing instruments with Brazilian musicians and applied that to the dances. Finally, they wrote a paper that emphasized creative thinking. Attendance and participation in class were essential and I observed changes in each student's movement as they became familiar with the language of Brazilian dance and rhythm. I will share some observations along with some suggestions for continuing focus.

**EVALUATION:**

Written by: Janelle Keane Campoverde

Teal was an interactive and engaged student. He fully participated in all aspects of the class, including song, awareness processes, percussion, traditional and contemporary dances, and long sequences of choreography. He embodied the dances expressively and moved with ease and grace. I encourage him to continue to seek out movement techniques or dances that resonate for him, as he is a natural mover.

It was a joy to learn with Teal.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Afro-Brazilian Dance

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May 16, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
20514	<b>Individual Learning Contract</b>		
Program or Contract No.	Title		
	09-JAN-2012	23-MAR-2012	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Richard Weiss, Ph.D.

How do computers mimic the action of analog circuits? How can we simplify the circuit design process by mimicking analog components? In **Project-Based Introductory Circuit Design II**, the student continued investigation into the world of electronic circuit construction, with a shift in focus from analog to digital design. Utilizing the Arduino open-source electronic prototyping platform, the student's goal was to develop a sound understanding of how to compose digital and analog circuitry. Another learning goal was to gain insight into how to move projects from the breadboard to permanent, finished system. The student applied this knowledge to a quarter-long project.

**EVALUATION:**

Written by: Richard Weiss, Ph.D.

Teal accomplished his learning goals. He converted his amplifier system from fall quarter into a digital circuit using the Arduino processor. The amplifier system was designed to create 3D sound, so it was a multichannel amplifier that could be controlled electronically by taking input from a joystick to control the direction of the sound. He learned the basics of programming, and he demonstrated this by programming the Arduino processor to take the analog input from the joystick and control the outputs to the speakers using pulse-width modulation. He also fabricated the housing and soldered the components.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Digital Electronics

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December 28, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
20553	Individual Learning Contract		
Program or Contract No.	Title		
	09-JAN-2012	23-MAR-2012	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Krishna Chowdary

This Individual Learning Contract, **Project Based Introductory Circuit Design**, was a practical introduction to analog circuit design and production. The main focus of the contract was to learn the basics of analog circuit design from basic safety to filter design and application. The final goal was to design and construct a fully functioning circuit that applied theory to a practical design. The student consulted *The Tab Electronics Guide to Understanding Electricity and Electronics* (Slone), *A Practical Introduction to Electronic Circuits* (Jones), *Analog Filter Design* (Van Valkenburg) and various on-line references. The student met weekly with faculty to present various circuit configurations in isolation and in increasingly complicated arrangements, culminating in a final proof-of-concept demonstration.

**EVALUATION:**

Written by: Krishna Chowdary

Teal Hobson-Lowther successfully met his main learning objectives in the Individual Learning Contract, **Project Based Introductory Circuit Design**, in an overall excellent fashion: to learn basic circuit theory (especially on amplification and filtering), to design circuits to specifications, to construct novel circuits, and to work independently in a sustained fashion. Teal's project was to design an analog controller (a re-purposed joystick) that would pass an amplified audio signal to designated speakers – in some sense, a custom multi-track audio system. This involved elements of analog electronics ranging from electrical safety, diagnostics (including multimeters and oscilloscopes), trouble-shooting, specifying and sourcing components, basic theory and design, and finally construction of a working proof-of-concept prototype. In our weekly meetings, Teal demonstrated consistent hard work and dedication, and an increasingly sophisticated understanding of theory and practice. His lab notebook was careful and thorough. His discussion of concepts, challenges, and solutions to design and implementation problems was very good to excellent. I was impressed enough with Teal's work that I invited him to join my research group to join a project constructing a computer controlled vibrating sample magnetometer.

With his work, Teal built a solid foundation to continue in this area. He is well prepared for his future work moving into digital electronics in continuing both his independent audio project and the magnetometer project.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Applied Analog Electronics

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June 11, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
20307, 30276	Undergraduate Research in Scientific Inquiry with K. Chowdary		
Program or Contract No.	Title		
	09-JAN-2012	15-JUN-2012	5
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Krishna Chowdary

Work in the Laboratory for Magnetic Nanoparticles (LMNOP) involves the synthesis, fundamental properties, and applications of magnetic nanoparticles and ferrofluids. Students worked on projects involved in building up a magnetic nanoparticles research laboratory, specifically focused on constructing a vibrating sample magnetometer along with general research lab infrastructure.

**EVALUATION:**

Written by: Krishna Chowdary

Teal Hobson-Lowther contributed successfully to an ongoing project involving custom fabrication and site installation of a vibrating sample magnetometer (VSM). He was central to efforts to locate and transport equipment into the new laboratory space. Teal supported work on the mechanical systems, including the vibration and cooling systems, for the electromagnet.

Teal's main contribution to the advanced work in this project was in the computer control and interfacing of the power supply to the electro-magnet. Using his background in analog and digital electronics and Arduinos, and independently developing knowledge of LabView, Teal was able to successfully modify a unipolar power supply to a bipolar power supply, interface the power supply to a computer, and demonstrate fully programmable control of the current to the electromagnet, ending with a computer controlled electromagnet capable of cycling between  $\pm 1$  Tesla in the current de-limited mode. He was also able to make significant progress on real-time monitoring of the field by interfacing a Hall probe to a digital oscilloscope connected to the Arduino. He also made significant progress in the field coil sensing system, learning the theory of lock-in amplification and its implementation in LabView. This advanced work is especially impressive as Teal essentially completed it independently, using technical documentation and on-line resources.

While Teal's real-time running record of his work could use improvement, his final 30 page report did an outstanding job documenting his work with the bi-polarization of the power supply, computer interfacing, and the Arduino and LabView control programming. This clear and thorough report is readable, technically sound, and serves as an excellent technical manual for future users.

At the end of the spring quarter, Teal co-presented a summary of the project at the 9<sup>th</sup> annual Evergreen Science Carnival Research Symposium. Teal and his fellow presenter incorporated significant faculty feedback to deliver a fine (and well received) final public presentation that showcased well his understanding of the theory and practice of analog and digital electronics, computer interfacing, and magnetic characterization and metrology.

As with his other independent work, Teal has demonstrated the kind of independence and maturity required to be successful in a research, design, or engineering environment. With this work, Teal has shown his capacity to do high-quality instrumentation work at the advanced undergraduate level.

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September 18, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
20307, 30276	Undergraduate Research in Scientific Inquiry with K. Chowdary		
Program or Contract No.	Title		
	09-JAN-2012	15-JUN-2012	5
	Date began	Date ended	Qtr. Credit Hrs.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

- 2 - Undergraduate Research in Materials Physics  
\*3 - Undergraduate Research in Materials Physics

\* denotes upper division science credit

September 18, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
20075, 30076	Atoms, Molecules, and Reactions: Thermodynamics		
Program or Contract No.	Title		
	09-JAN-2012	15-JUN-2012	12
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Dharshi Bopegedera, Ph.D.

Thermodynamics and Kinetics:

The textbook used was "Physical Chemistry (4<sup>th</sup> Edition)" by Silby, Alberty, and Bawendi (John Wiley & Sons Inc.). The topics covered in thermodynamics included: Zeroth law, ideal gases, real gases, equations of state, critical phenomena, partial molar properties, work, heat, first law of thermodynamics, internal energy, thermochemistry, enthalpy, heat capacity, calorimetry, entropy, Carnot cycle, the second and third laws, Gibbs and Helmholtz energy, thermodynamic properties of open and closed systems, fugacity, partial molar quantities, activity, chemical equilibrium, phase equilibria, Raoult's law, Henry's law, and colligative properties. In the Kinetics lectures the topics covered were: reaction rates, rate law, order of reactions, effect of temperature on reaction rates, molecularity, kinetics of unimolecular, bimolecular, termolecular and chain reactions, reaction mechanisms, the relationship between rate constant and equilibrium constant, the Boltzmann distribution, and the Maxwell distribution of speeds.

Students collected data to study the kinetics of the dissolved carbon dioxide-carbonic acid equilibrium. This data was analyzed to extract the rate constant of the reaction. They learned to model the kinetics of this reaction using a kinetics simulator (Tunua) and compared the results with their experimental data.

At the end of the academic year students completed the 2006 American Chemical Society Thermodynamics Standardized exam and the Kinetics exam that covered all the concepts studied during the year.

**EVALUATION:**

Written by: Dharshi Bopegedera, Ph. D.

Thermodynamics and Kinetics:

Teal completed most of the assigned homework on time and they were well done. His performance in the exams was well above average, indicating that Teal has a good grasp of the concepts covered. He raised good discussions in class promoting a healthy learning environment for everyone. His performance in the 2006 American Chemical Society Thermodynamics Standardized exam placed him at the sixty-ninth percentile. His performance in the kinetics exam showed that he has a good grasp of the concepts covered. He did not do the kinetics lab.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

\*12 - Thermodynamics and Kinetics

(\* indicates upper division science credits)

June 19, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10541	Individual Learning Contract		
Program or Contract No.	Title		
	26-SEP-2011	16-DEC-2011	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Krishna Chowdary

The independent learning contract ***Project Based Introductory Circuit Design*** was a practical introduction to analog circuit design and production. The main focus of the contract was to learn the basics of analog circuit design from basic safety to filter design and application. The final goal was to design and construct a fully functioning circuit that applied theory to a practical design. The student consulted *The Tab Electronics Guide to Understanding Electricity and Electronics* (Slone), *A Practical Introduction to Electronic Circuits* (Jones), *Analog Filter Design* (Van Valkenburg) and various on-line references. The student met weekly with faculty to present various circuit configurations in isolation and in increasingly complicated arrangements, culminating in a final proof-of-concept demonstration.

**EVALUATION:**

Written by: Krishna Chowdary

Teal Hobson-Lowther successfully met his main learning objectives in the independent learning contract ***Project Based Introductory Circuit Design*** in an overall excellent fashion: to learn basic circuit theory (especially on amplification and filtering), to design circuits to specifications, to construct novel circuits, and to work independently in a sustained fashion. Teal's project was to design an analog controller (a re-purposed joystick) that would pass an amplified audio signal to designated speakers – in some sense, a custom multi-track audio system. This involved elements of analog electronics ranging from electrical safety, diagnostics (including multimeters and oscilloscopes), trouble-shooting, specifying and sourcing components, basic theory and design, and finally construction of a working proof-of-concept prototype. In our weekly meetings, Teal demonstrated consistent hard work and dedication, and an increasingly sophisticated understanding of theory and practice. His lab notebook was careful and thorough. His discussion of concepts, challenges, and solutions to design and implementation problems was very good to excellent. I was impressed enough with Teal's work that I invited him to join my research group to join a project constructing a computer controlled vibrating sample magnetometer.

With his work, Teal built a solid foundation to continue in this area. He is well prepared for his future work moving into digital electronics in continuing both his independent audio project and the magnetometer project.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Applied Analog Electronics

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January 23, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10312	Mathematical Systems		
Program or Contract No.	Title		
	26-SEP-2011	16-DEC-2011	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Rachel Hastings, Ph.D., and Brian Walter, Ph.D.

**Mathematical Systems** was an upper-division program integrating several areas of pure mathematics. This student was enrolled in just the Abstract Algebra portion of the program.

The Abstract Algebra segment was based on the text *Contemporary Abstract Algebra* by Gallian. In the fall quarter, we covered the Group Theory portion of this book (Chapters 1-11). Topics included the definition of a mathematical group, subgroups, cyclic and permutation groups, isomorphisms and homomorphisms, Lagrange's Theorem, external direct products, normal subgroups and factor groups, and finite Abelian groups.

**EVALUATION:**

Written by: Rachel Hastings, Ph.D., and Brian L. Walter, Ph.D.

Teal's work in Abstract Algebra was good overall. His strongest work came on the final exam, suggesting that many of our concepts came together for him near the end of the quarter. He was an active participant in workshop, collaborating well with other students and demonstrating a strong ability to absorb difficult concepts quickly. He was always in class and submitted most of the homework assignments on time, filling in gaps at the end of the quarter. His performance on homework was variable in terms of quality and completeness. He clearly put considerable attention into the material at times, however, and actively worked with peers and faculty to clarify complex concepts. His midterm performance was satisfactory, and his work on the final exam was very good.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Modern Algebra 1

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December 20, 2011

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10161			
Program or Contract No.	Introduction to Electronic Music I	Title	
	26-SEP-2011	16-DEC-2011	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Ben Kamen

This quarter served as an introduction to the production of electronic music in the studio environment. Learning objectives included acquiring proficiency in the Music Technology labs, developing a language for discussing electronic music, becoming familiar with the history of electronic music, and creatively applying studio techniques to create musical compositions.

During the first half of the quarter, students became proficient in the labs, learning to operate mixers, tape machines and effects. A midterm composition assignment, completed with a partner, required students to record, manipulate, and arrange real world sounds into a sound collage. For the second half of the quarter, students focused on analog synthesis techniques, learning to operate and compose with the ARP 2600 synthesizer. The final assignment was to create a tape composition using only the ARP 2600 as source material. Throughout the quarter, reading, discussion, and in-class listening provided a historical and theoretical context for studio work.

**EVALUATION:**

Written by: Ben Kamen

Teal completed all of the requirements for credit this quarter. He demonstrated proficiency in the music technology lab and was able to creatively apply the technology towards his composition assignments. He was enthusiastic about the technology and quick to develop and refine his technical skills. Teal asked useful technical questions and provided meaningful insight during discussions. Teal's creative projects were strong and exhibited his ability to balance experimentation and aesthetics.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 – Music Technology

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December 20, 2011

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
30089	Spanish, Beginning III		
Program or Contract No.	Title		
	28-MAR-2011	10-JUN-2011	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Arleen Sandifer

Beginning Spanish III students continued to build their knowledge base of the foundational communicative structures, including use of reflexive verbs, indefinite and negative words, preterite of irregular and stem-changing verbs, double object pronouns, the imperfect tense, contrasting uses and meanings of preterite and imperfect tenses, familiar and formal commands, and the present subjunctive. These structures were acquired while communicating about the following: describing one's daily personal hygiene and life routines, shopping for and describing food and preparing meals, parties and celebrations, family relationships and stages of life, identifying parts of the body and symptoms and medical conditions to obtain medical assistance and daily domestic chores and routines. Students engaged in individual, small-group and large group activities in the classroom, and used workbook, audio lab exercises as well as a variety of online learning activities to enhance their learning experience. Students' mastery of learning was assessed through participation in classroom activities, periodic examinations, quality of completed workbook, audio lab and online learning activities and creative, open-ended writing activities to describe personal experiences.

**EVALUATION:**

Written by: Arleen Sandifer

Teal was an enthusiastic participant in class activities. He timely completed many class assignments. Teal's online and class assignments as well as his exams revealed a level of competence that progressed from moderate to superior over the course of the quarter. Despite the increasing complexity of the vocabulary and grammatical structures, Teal's commitment to his own learning resulted in a superior level of mastery in the aural, oral and written domains of language acquisition by the end of the quarter. Teal has the necessary foundation on which he can experience success in Intermediate Spanish.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 – Beginning Spanish III

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July 21, 2011

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
30466	Modern Models of Motion		
Program or Contract No.	Title	28-MAR-2011	10-JUN-2011
	Date began	Date ended	12 Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: David McAvity and Rachel Hastings

Modern Models of Motion was an integrated full time one quarter program introducing students to topics in modern physics and calculus 3. Students participated in lectures, problem solving workshops, discussion seminars and labs. Student also conducted a significant piece of independent project work in order to pursue a topic in physics or mathematics of their own choosing. Up to sixteen credits were awarded in the program. Most students enrolled for all credits, although some chose not to complete some sections of the program.

The individual components of the program are listed below:

**Introduction to Modern Physics with Lab**

We used the textbook *Essential University Physics*, by Richard Wolfson, covering the sections on oscillations, wave, optics, relativity, quantum theory, and atomic, nuclear and particle physics. We also used sections from *Modern Physics from  $\alpha$  to  $Z^0$* , by James Rohlf, covering astrophysics and cosmology. Students participated in a weekly lab, which included some classical experiments in waves, optics and modern physics. Assessment of student work was based on participation in problem solving workshops, weekly assignments, four exams, and the lab notebook.

**Calculus 3**

In Calculus 3 we covered the basic theory of differential equations and infinite sequences and series. We worked through Chapters 7 and 8 of Stewart's *Calculus: Concepts and Contexts* (4e). Topics in differential equations included mathematical modeling, direction fields, Euler's method, separable equations, population growth including the logistic equation, predator/prey systems, and homogeneous linear second-order equations. Our studies of infinite sequences and series included a variety of standard tests for convergence, power series, and Taylor series. Students took weekly short quizzes as well as a midterm and a final exam.

**Seminar on the Discovery of Modern Physics**

For the weekly book seminar on the discovery of modern physics students read from assigned texts, wrote short responses and participated in discussions. The texts were *Copenhagen*, by Michael Frayn; *Einstein's Dreams*, by Alan Lightman; *Mr. Tompkins in paperback*, by George Gamow; *The Fabric of the Cosmos*, by Brian Greene; and *Uncertainty*, by David Lindley.

**Independent Project**

Students completed independent projects on a topic in physics or calculus of their choosing. They were required to do design and conduct an experiment, create a simulation or demonstration, or derive some mathematical result. In addition, they wrote a ten page paper and gave a twenty minute presentation.

**EVALUATION:**

Written by: David McAvity

Teal is a bright and inquisitive student who showed interest and enthusiasm for the material we covered in Modern Models of Motion. He participated actively in the classroom – asking thoughtful and often penetrating questions that showed he was thinking deeply about what he was learning. During problem solving

December 28, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
30466	Modern Models of Motion		
Program or Contract No.	Title		
	28-MAR-2011	10-JUN-2011	12
	Date began	Date ended	Qtr. Credit Hrs.

workshops he was focused and worked well with others in his group. He was a valuable member of the learning community.

Teal was particularly animated and engaged in the physics portion of the program. He was fascinated by the strange new world of relativity and quantum physics and wanted to understand these ideas on a fundamental level. He usually completed his assignments thoughtfully and he enjoyed excellent results on his exams. In lab he was careful and productive with data collection and analysis. He used these hands-on learning opportunities effectively to deepen his understanding of some of the fundamental experimental results that lead to quantum theory.

Teal's work in calculus was very good overall. He did excellent work on the midterm and final exams, and his quiz scores and record of attendance were satisfactory. He submitted every homework assignment with very good results. Teal's motivation and his participation in class were outstanding—through questions and responses he demonstrated a high level of skill and engagement with our material.

Teal is clearly a high caliber student. He has enjoyed a successful quarter and is now very well prepared for more advanced work in mathematics and physics.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 8 - Introduction to Modern Physics with Lab
- 4 - Calculus 3

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December 28, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10193	The Way of Haiku and Haibun		
Program or Contract No.	Title		
	27-SEP-2010	17-DEC-2010	2
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Kate Crowe

The Way of Haiku and Haibun was a class devoted to the study of Asian poetry forms. Students were introduced to traditional Haiku, Renga, Haibun, Senryu and Tanka. Students wrote the various forms and gave each other feedback in all group sessions. They presented a portfolio of one hundred Haiku and the various forms at the end of the course.

**EVALUATION:**

Written by: Kate Crowe

Teal completed an engaging portfolio of poetry this quarter. He wrote clever Haiku and Senryu and demonstrated that he understood the nuances of Haiku. He worked in all of the Asian forms and his sense of humor and tender heart shone through in all of his work. I encourage him to continue to write in the Asian forms for enjoyment of his poetry.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 – Asian Poetry Writing

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January 20, 2011

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10076, 20045	Meaning, Math, and Motion		
Program or Contract No.	Title		
	27-SEP-2010	18-MAR-2011	32
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Krishna Chowdary (physics), Rachel Hastings (linguistics, mathematics)

The two-quarter all-level program *Meaning, Math, and Motion* integrated the study of calculus, physics, and linguistics, covering introductory topics in these subjects through lectures, workshops, seminars, and labs. Students used mathematical and scientific reasoning to improve their problem-solving abilities in calculus and physics. Students applied tools from linguistics for critical analysis and writing about math and science texts and topics. Student evaluations were based on quizzes, exams, homework, papers, and a portfolio of collected work, and engagement in lectures, workshops, laboratories, and seminars.

A unifying theme in the program involved attention to the intersection of concept and language for effective demonstration of understanding. Other program objectives for students included: articulating and assuming responsibility for their own work; oral and written communication skills; collaborative learning; understanding science texts with focus on the relationship between language and concepts; and applying principles and processes of linguistics, mathematics, and physics to make sense of, and solve theoretical and practical problems in, the natural and human-created worlds.

**Mathematics with Laboratory:** Pre-calculus topics were reviewed and then standard calculus topics (limits, derivatives, and integrals) were studied. Students developed conceptual and formal understanding of differentiation and integration and learned graphical, numerical, and analytic techniques to differentiate and integrate functions. Student applied differentiation and integration to: limits of functions and slopes of curves; infinite sums and areas under curves; maxima, minima, points of inflection, and concavity of graphs of functions; related rate and optimization problems; indeterminate forms and improper integrals; areas of shapes; volumes of revolution using washers and shells; arc lengths; average values of functions; and probabilities associated with distributions. Many applications were in a physics context to connect with the work in that part of the program. Students covered chapters 1 – 6 in Stewart's *Calculus: Concepts and Context* (4e).

**Physics with Laboratory:** Students studied standard calculus-based topics in classical mechanics in fall and electricity and magnetism in winter. Students learned to understand concepts about and solve problems involving: vectors; linear and rotational kinematics; Newton's laws; work and energy; momentum; rotational dynamics; angular momentum; oscillations; gravity; electric forces and fields; electric energy, potential, and current; dc circuits; magnetic forces and fields; magnetic induction; and Maxwell's equations. These were reinforced by frequent hands-on activities and lab exercises. As topics were covered in calculus, they were incorporated with the study of physics. Students covered chapters 1 – 13, 20 – 27, and 29 in Wolfson's *Essential University Physics*.

**Linguistics:** Topics in general linguistics drawn largely from pragmatics, discourse analysis and semantics were introduced, with a focus on written discourse about mathematics and physics as case studies. We made a particular study of metaphor (fall and early winter) and the language of mathematical proof (late winter). Students discussed *Metaphors We Live By* (Lakoff & Johnson) and excerpts from *Journey Through Genius* (Dunham) and *How to Read and Do Proofs* (Solow). In fall, students wrote 6 short papers in which they were asked to apply linguistic concepts to analyze language in passages (of their choice) from our textbooks or other readings. Each paper was peer-reviewed, with one revised and resubmitted for faculty

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April 27, 2011

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10076, 20045	Meaning, Math, and Motion		
Program or Contract No.	Title		
	27-SEP-2010	18-MAR-2011	32
	Date began	Date ended	Qtr. Credit Hrs.

review. Students also met for weekly seminar discussions and a variety of workshop activities involving close readings of texts, logic and proof-writing practices, and exercises on quantification and modality. Other readings included a series of newspaper articles designed to make mathematics accessible to a general audience (Strogatz, *The New York Times*), several book chapters and short review articles relating to topics in linguistics and to academic language, two physics education research articles on the use of metaphor in physics, and a foundational paper on the formal semantics of modal verbs.

**Integrative Projects:** In fall, students integrated linguistics and science by writing a newspaper-style article for a general audience on some topic of their choice from the math and physics they had studied. Attention was paid to the intersection of concept and language and to the creative and effective communication of understanding. This paper was peer-reviewed and submitted for faculty evaluation. In winter, students worked (in pairs) throughout the quarter to research and write a paper focusing on the role of language in the learning of mathematics or physics. Students made use of theoretical frameworks found in our program reading to discuss metaphor, functional grammar, and other features of language from an educational standpoint. Also in winter, students worked in teams on a high-speed video analysis project, where they filmed a physical phenomenon of their choice or design, performed data analysis, developed or applied a mathematical model to explore some aspect of physics, and publically presented their results to their classmates.

**EVALUATION:**

Written by: Krishna Chowdary (physics), Rachel Hastings (linguistics, mathematics)

Teal Hobson-Lowther was a student for both quarters of the all-level program *Meaning, Math, and Motion*. Teal came to the program out of interest in both linguistics and science. He was very successful in all areas of the program and their integration. He was highly engaged in our learning community.

**Mathematics:** Teal's work in mathematics was strong overall. He came in with significant background in this area and demonstrated continued engagement through active participation in class as well as through his consistent work throughout each quarter. He took all the quizzes, and submitted most of the homework assignments, working to fill in the gaps by the end of the quarter. He is quick to grasp new material, and his participation made him a valuable member of the learning community. His results on the quizzes and exams ranged from good to very good, and he is well prepared for further work in calculus.

**Physics:** Teal demonstrated overall outstanding understanding of the classical mechanics covered in fall quarter, and overall excellent understanding of electricity and magnetism in winter. He was highly engaged in lecture, workshop, and lab throughout both quarters. He showed very good conceptual understanding on a modified version of the Mechanics Baseline Test. Teal showed remarkable improvement through pre- and post-test administration of the Brief Electricity and Magnetism Assessment, ending the program with very good conceptual understanding. He took all 17 in-class quizzes, with outstanding results overall. He submitted 16 (of 17) homework assignments on time, with overall very good results. On quizzes and exams, Teal demonstrated his understanding of the following topics: vectors; kinematics; Newton's laws; work and energy; momentum; rotational dynamics; oscillations; gravity; electric forces and fields; electric potential and

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April 27, 2011

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10076, 20045	Meaning, Math, and Motion		
Program or Contract No.	Title		
	27-SEP-2010	18-MAR-2011	32
	Date began	Date ended	Qtr. Credit Hrs.

current; circuits; magnetic forces and fields; magnetic induction; Maxwell's equations. Teal is very well prepared for further work in physics.

**Linguistics:** Teal's work in linguistics demonstrated a strong facility with the material. In fall, he wrote 5 of the 6 language analysis seminar papers and submitted them for peer review. In winter he attended most of our seminar and workshop activities, and when present he was an active participant. The revised paper he submitted for faculty review focused on the use of a Gricean approach to the analysis of implicatures on a text by Wolfson. The paper was very clearly written and had a tight organizational structure. Teal demonstrated a good understanding of the linguistic techniques he used and the paper in some places he could have been more explicit in linking his analysis to these techniques. Teal's performance on the midterm exam in fall quarter was also strong, and his performance on the final exam winter quarter was satisfactory. His understanding of metaphor was also demonstrated through his work on the integrative paper described below.

**Integrative Projects:** For the fall quarter project, Teal wrote a newspaper-style article explaining the concept of a function to a general audience. Teal used definitions of key vocabulary, an example of the attractiveness of flowers to bees as a function of the color of the flower, and a discussion of a graph of the function  $f(x)=x$  to bring out various aspects of the concept "function". Adopting this range of approaches to the topic was a good strategy and could have been even more effective with closer ties between the different parts of the paper. Teal's peer review group for his final paper noted that there was a "strong balance of metaphor and explanation with technical aspects which creates a logical flow" and that the "input and output behavior description could be more clear."

For their high-speed video analysis project, Teal's group examined the motion of a cylinder rolling without slipping down a low friction ramp which was itself free to move horizontally. He was able to review some concepts involving forces, energy, and momentum. The data processing and analysis was not very complicated, and their mathematical modeling straightforward. Teal participated fully in the group's work, including the final public presentation.

For the final writing project, Teal wrote a paper with one other student entitled "Looking at the Metaphorical Nature of Infinity Through a Linguistic Lens". The paper expanded on an analytical framework which we studied in class to analyze uses of the word and concept "infinity" in mathematical discourse. The paper drew on data from student and faculty interviewees as well as other common expressions about infinity. The authors demonstrated a very good sense for the structure of an academic paper and the use of supporting materials as a basis for developing and using new theoretical ideas. In particular, they argued that although no single grammatical metaphor can be pinned to specific mentions of infinity, the simultaneous presence of two contrasting understandings of this word led to its metaphorical interpretation. The paper would benefit from additional discussion of the framework on which the authors built their own analysis, but overall it demonstrated good skills in organizing ideas and arguing for a particular linguistic analysis.

It has been a pleasure to work with Teal, who did very well in a challenging program. He is well prepared for future academic work in general, and very well prepared for more advanced work in linguistics, mathematics, and physics.

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April 27, 2011

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10076, 20045	Meaning, Math, and Motion		
Program or Contract No.	Title		
	27-SEP-2010	18-MAR-2011	32
	Date began	Date ended	Qtr. Credit Hrs.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 3 - Precalculus with Laboratory
- 4 - Calculus I
- 4 - Calculus II
- 6 - University Physics I with Laboratory
- 5 - University Physics II with Laboratory
- 6 - Topics in Linguistics
- 4 - Interdisciplinary Projects: Linguistics, Mathematics, Physics



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
40156	Biology, General: Cellular and Molecular Biology		
Program or Contract No.	Title		
	21-JUN-2010	03-SEP-2010	8
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Clarissa Dirks, Ph.D.

**General Biology with Laboratory:** The program began with an overview of the history of the earth, the fossil record and Darwin's observations. Students then studied the basic rules of genetic inheritance, cell division, evolution by natural selection, evolutionary forces, population dynamics, and misconceptions about evolution. These concepts were used to investigate representative organisms on the tree of life, learning about major characteristics of each group, replication modes, evolutionary history, and ecological significance. Students then studied cellular and molecular biology, focusing on the structure and function of cells and biomolecules, the central dogma, bacteria gene regulation and a general overview of energetics and thermodynamics as it relates to metabolic processes. Laboratory investigations were focused on basic microscopy, observational studies, microbiology techniques, plant dissection and analyses, DNA manipulation and gel electrophoresis. The program used the *Biological Sciences, 4<sup>th</sup> Edition*, textbook by Scott Freeman.

**EVALUATION:**

Written by: Clarissa Dirks, Ph.D.

**General Biology with Laboratory:** Teal demonstrated an overall excellent comprehension of the concepts and skills presented to him as evidenced by his work in lecture and laboratory sessions. His performance on in-class exams and quizzes indicated that he had an excellent grasp of the material. He turned in all assignments and was consistently engaged in learning the material. Teal showed a real enthusiasm for learning biology and worked exceptionally well with his peers during workshop sessions; he was the only student in the class who attempted to work with every student in the program. During collaborative work Teal showed a great deal of patience and often took on a leadership role. Teal was a very good student in the biology laboratory. His notebook was an adequate record of his thinking and actions while conducting his experiments. Although he consistently worked hard to link theory and process, he would benefit from better overall organization of his notebook and writing more descriptive introductions and discussions that indicated what he had learned from his experiments. Throughout the quarter he showed real improvement in his technical abilities and was an excellent problem solver. In summary, Teal was a diligent student with respect to his work in a rigorous science program.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

8 - General Biology with Laboratory

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September 8, 2010

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
30385	"We're Here!"		
Program or Contract No.	Title		
	29-MAR-2010	11-JUN-2010	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Charles Pailthorp (Philosophy); Bret Weinstein (Biology)

Students, Spring Quarter, were expected to approach the natural order, including humankind, from an evolutionary point of view, the view Darwin gave canonical form in *On the Origin of Species*. In contrast, they also were asked to use their eyes and minds without the filters of institutionalized knowledge, with a fresh view and fresh thinking about what the appearances of things reveal. The faculty objective was that students approach the natural world as if they were on new ground, not in the usual schoolyard to which they had become so well adapted, or at least accustomed.

Students were assigned a set of common readings: Darwin, *On the Origin of Species* (selections); other readings drawn from the Norton Critical Edition, *Darwin*, edited by Appleman; Dawkins, *Climbing Mount Improbable*, and chapter 11 (on memes) of *The Selfish Gene*; Diamond, *Guns, Germs and Steel*; Wiener, *The Beak of the Finch*. They also read selections from Hume's *Enquiry* and Kant's "Preface" to *Critique of Pure Reason*. Two essays were assigned: "The Better Angles of Our Nature" by Weinstein and Lahti; and "The Moral Life of Babies" by Paul Bloom. Students were encouraged to read articles found in the *Stanford Encyclopedia of Philosophy* on scientific explanation and the philosophy of biology. They also were asked to find and read an additional book that supplemented the curriculum in a way they saw fit. Readings circumscribed the territory students were to explore while guided by their own compass. Faculty lectures variously offered one magnetic pole and at other times more than one.

Students carried out a "Naturalist's Eye" project. They were asked to study an organism in the field and avoid what *experts* say about what they were seeing. Students were expected to use their own (evolved) abilities to see what was in front of them, to notice patterns and frame hypotheses, and to consider how these might be tested. Students were warned that they were unlikely get far in a few short weeks. They could discover, however, with a persistent effort of at least four hours in the field each week, something about the authority they had been born to as one of the human kind.

In mid-May the program took a field trip to visit the Willard lava bed, an exceptionally pristine natural setting near White Salmon, Washington. The trip included a visit to the Oregon Zoo, where students tested their "naturalist's eye" on animals in artificial settings.

At the end of the quarter, each student presented something new in her or his thinking, something that had arisen during the quarter. Some addressed readings, others critiqued faculty lectures, and some showed what their "naturalist's eye" had discovered. Presentations included essays, "next slide please" talks, drawings, and one was a lesson in dance.

**EVALUATION:**

Written by: Charles Pailthorp, Ph. D.

The central terms of evolutionary biology – "natural selection," "design," "chance," "adaptation," "gene," "sexual selection" and others – remain contentious and unsettled, and philosophical terms even more so. Consequently, students responded in various ways to what they were hearing from faculty, Darwin, Dawkins

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July 14, 2010

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
30385	"We're Here!"		
Program or Contract No.	Title		
	29-MAR-2010	11-JUN-2010	16
	Date began	Date ended	Qtr. Credit Hrs.

or Diamond: they had to negotiate differing points of view and sort out where conflicts or agreements were substantial and where differences were mostly a matter of how something had been said. Faculty pushed students to call on their own resources and resist identifying anyone as an "expert" or a "licensed knower." Teal flourished in this environment: it might have been designed for him specifically. It wasn't (studio art and art history were far from the faculty mind); Teal just knew how to use it to his own advantage. Teal is bright, energetic, articulate, and unrestrained when he spots an objective and chooses a path. No one moved farther or faster than Teal in coming to terms with a curriculum that gave him a good deal of rope. Teal assumed responsibility for his own work this quarter, charged ahead, and climbed well above the clouds that surround a beginner in the complex fields where evolution and philosophy have contended for so long.

Teal rarely missed a class, and invariably he was in the thick of our conversations. He speaks his clear mind readily, and without pretension or bluff. Teal says what he thinks, asks what he wonders. His manner is somehow both unrestrained and engaging. Others are drawn in: it's obvious Teal wants to understand more clearly whatever question or issue has come to the table, and he wants to know what others think. Group discussions, large or small, suit Teal well: he has a bright future in the conversation-driven curriculum of the liberal arts.

Teal and a couple of his colleagues turned a "naturalist's eye" on some of their dorm neighbors, raccoons. They had met them often over the past months, but hadn't really gotten to know them. Rather than invite them in for tea and cookies, they tried following them around to see what they were up to. It turned out raccoons are easy to spot at night: a flashlight is reflected back by a nocturnal's tapetum, about which they had learned from Dawkins. This raised a question, then, about why these creatures were often found out and about during the day. They discovered the young would only be seen at night, and adults were especially active at twilight. Even so, they discovered that raccoons tended to come out earlier as the spring days grew longer. Puzzling. Teal wrote up an account that focuses on the theme of raccoon "urbanization," and he speculated about the relationship of size to diurnal activity: big ones were more often seen earlier. Raccoons have "urbanized" and they have been "led ... to more or less abandon their naturally nocturnal ways." Is this "memetic," or "genetically adaptive...." As did most, this project raised more questions than could be answered, and it certainly served as an introduction to both the satisfactions and frustrations of field work. Raccoons are difficult subjects, perhaps because they would prefer an invitation to someone following them around.

In his portfolio, one finds a thoughtful essay that encompasses a number of key points found in our reading, which Teal deploys in pursuing large questions about whether human kind should be understood as having superseded evolutionary processes. Teal concludes we have not, and fears the cost may be another extinction with many in its wake. Even so, we have lives to live and the challenge to live them well. Another short piece is a letter addressed to "Jean," letting "her" know that he won't put up with being "her" instrument of reproduction. He concludes warning, "... and don't think I'll be helping with child support, 'cause I know I ain't the only one." He signs off with, "A sum that is greater than his (or your) parts." Dawkins would surely be amused.

Throughout the quarter, Teals strong abilities have stood out. He reads well, thoughtfully, and readily engages others in useful discussion about what he and others are thinking. His writings also show that his command of the written word is similarly strong. He is literate, controls syntax skillfully, and he can speak his

July 14, 2010

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
30385	"We're Here!"		
Program or Contract No.	Title		
	29-MAR-2010	11-JUN-2010	16
	Date began	Date ended	Qtr. Credit Hrs.

mind both seriously and playfully. "We're Here!" has been enriched by Teal's presence and hard work. He has used the quarter to gain a strong introduction to all of the basic issues in evolutionary biology and the theory of knowledge we attempted to address. Teal has begun exceptionally well what is likely to become an outstanding undergraduate career.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 8 - Evolutionary Biology
- 4 - Field Biology: Raccoons
- 4 - Philosophy: Epistemology of Biology

July 14, 2010

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
20376			
Program or Contract No.	Studio Projects: Land and Sky	Title	
	04-JAN-2010	19-MAR-2010	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: R. T. Leverich, MArch, M.F.A.; Nicole Gibbs, M.F.A

This all-level program offered students with some art background the opportunity to build skills and understanding of art making and landscape through focused 2D and 3D studio and outdoor work and supporting reading, research, and writing. It addressed how place and landscape influence and shape an artist's work. Winter quarter studio projects included a wearable wire and adhered paper landscape sculpture at least 5-6 ft. in one dimension, a three-day field trip to Deception Pass State Park where students could choose to do a photographic essay, a suite of 30+ drawings, or 3-5 environmental installation works, and a final individual 2D or 3D project addressing landscape. Students collaborated to organize, publicize and mount an end-of-quarter gallery show of their individual works. Workshops on photographing landscape and artwork were provided, and photo documentation was required on principal projects.

Principal writing projects included weekly work and reflection logs, artist statements for each studio project, and an annotated bibliography of final project research. A major theme in the program was building awareness and language for critical assessment of landscape and its relation to art. Seminars addressed this theme with readings and discussion around the two winter quarter texts, *Landscape and Western Art* (Andrews) and *Badlands: New Horizons in Landscape* (Markonish). Small groups of students were assigned to lead seminar each week by summarizing the texts, generating discussion questions, designing exercises, and moderating the dialogue. The class also viewed landscape-related films and attended a weekly lecture series by regional and national artists. Students conducted written and verbal reviews of their own work and that of fellow students. Students were expected to present a program notebook and CD portfolio at quarter's end, and to write comprehensive self-evaluations.

**EVALUATION:**

Written by Nicole Gibbs, M.F.A.

Teal is a bright student who achieved a commendable record in the winter quarter of *Studio Projects: Land and Sky*. He had relatively good attendance throughout the quarter. He brought a very positive, congenial attitude to the program learning community.

Studio:

In his 2D studies, Teal made progress in using photography during his trip to Deception Pass, perhaps discovering a new creative passion for himself. Like other students who entered *Land and Sky* during the second quarter of the program, he did not benefit from the drawing development workshops, as these were offered in fall. He primarily used drawing to plan sculptural projects. In 3D studies, Teal showed steady progress, particularly as he had no prior experience in it. His wire and paper landscape was conceptually strong, aesthetically interesting, fairly well crafted, and related sensitively to the body of the wearer. For his final project, he made an accessible, playful sound/sculptural piece that demonstrated his budding capacity for creating interactive art and incorporating research. He sought out feedback on all of his projects, and thoughtfully implemented suggestions and criticism. His participation in the exhibition preparation was intermittent but good-spirited.

May 11, 2010

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
20376	Studio Projects: Land and Sky		
Program or Contract No.	Title	04-JAN-2010	19-MAR-2010
	Date began	Date ended	16 Qtr. Credit Hrs.

Seminar and Written Work:

Teal is a good writer and competent public speaker. He turned in eight of the nine work logs, and his personal reflections helped him with his artwork. His artist statements improved over the course of the quarter, with his final one being a concise, well-written explanation of his ideas. His research and written seminar responses were often insightful, although he struggled to properly cite his sources. However, his annotated bibliography did achieve a higher academic standard with its correct citations and perceptive annotations. Throughout seminar, Teal was a natural leader who came to class prepared and ready to engage the texts. He has adjusted well to Evergreen's seminar structure. One area of growth for him would be to allow the discussion to stay on one topic for a longer duration to deepen the discussion, and listen more intently to his classmates. That said, he made excellent contributions that enlivened the seminars.

Overall, Teal made significant progress in 3D techniques and ideas, and contributed positively to the learning community and the critical dialogues around landscape. He has made a very solid start in his academic and artistic studies at Evergreen.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 5 - Studio: 2D & 3D Approaches
- 6 - Studio: Independent Project & Exhibition
- 5 - Art History & Critical Dialogues

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May 11, 2010

Date



The Evergreen State College - Olympia, WA 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

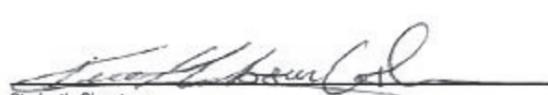
Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
Studio Projects: Land and Sky			
Program or Contract Title			
		04-JAN-2010	19-MAR-2010
		Date Began	Date Ended

At the start of the program, I had been dabbling in art all of my life. My previous art class at evergreen gave me some technical drawing skills (such as perspective, line texture, shading, figure drawing, etc.), and some insight that I needed to communicate my artistic ideas more effectively. Although it was useful to practice technique, we weren't allowed the time to produce large scale, well thought out pieces of art. I wanted to explore mediums other than charcoal and paper, and I knew I would have more freedom of materials in Land and Sky. I expected the class to help me gain the skills to plan and construct coherent pieces of art, particularly three-dimensional. I assumed I would learn more about landscape as a general idea. Overall, I remained enthusiastic about the program throughout the quarter, and in fact became more immersed in it as it progressed. I attended most class and participated frequently, including in seminar. Land and Sky frequently asked the question "Why?" about my art work. This has invoked a much more thoughtful creative process in me, and I have been attempting to use this to create more meaningful art.

During our first days in class we created contour drawings, trying to depict three-dimensional space on paper. This gave me some insight into how to depict depth and space without shading and other traditional methods. The field trip to Deception Pass helped me to incorporate some of the conceptual things we had talked about in class with artistic exploration. I was immersed in a beautiful landscape and allowed to explore it both physically and artistically through photography and sketching. With photography I could manipulate the way the landscape was seen, a power we had discussed in seminar.

My ability to conceptualize art and space was tested when I was asked to create a life-size contour drawing of my idea for the large-scale, wearable wire landscape we were about to make. Giving that my idea of landscape was rather undefined and broad at the time, this was difficult and fun. I decided to create a two-piece wire desert scene. The top piece is a golden pyramid that floats on a cloud which sits on the wearer's shoulders. At waist height, a six-foot-wide desert scene rolls underneath the pyramid. A wire frame, Dali-style elephant wanders through the sand dunes. In this first project, I acquired technical knowledge in wire in general; how it bends, best ways to link it together, how to create a coherent 3-D space with it. It was also my first big piece.

Our individual project was to create an exhibition-quality landscape-based work. I investigated the significance of sound in a landscape. This built on my interest in cymatics: the experimental science studying the effects of sound on matter (such as sand or water). My goal was to create an interactive art piece with a cymatic device (a speaker vibrating a sandy metal plate) built into it. I was challenged in creating a design for this technical piece. Work in the wood and metal shops taught me the basic skills and information I needed to successfully build the framework. For the landscape on top I re-upholstered wire frames.

  
Student's Signature

19-DEC-2012

Date

Faculty Member's Signature (optional)

Date

Gibbs, Nicole -



The Evergreen State College - Olympia, WA 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
Studio Projects: Land and Sky			
Program or Contract Title		04-JAN-2010	19-MAR-2010
		Date Began	Date Ended

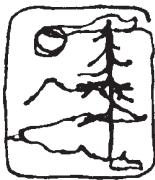
The end of the quarter exhibition was a really rewarding event. It was great to see the way a group of artists handles a certain subject. I saw the proper way to set up an exhibition, including how to make it group together in an aesthetically pleasing manner. Seeing people play with my art and have a good time made me realize the power of interactive art, and possibly wish to pursue it in the future.

The academic investigation in this class was into landscape. We discussed many aspects of this subject, and I have drawn some conclusions from our discussions. First, the idea of landscape is derived from a capitalist ideal. The root of the word refers to the area around a designated, owned piece of land. Secondly, there are many reasons why a landscape could be aesthetically pleasing: because the landscape strikes awe, because of cultural views, because of primordial instincts, etc. Thirdly, a framed landscape reminds you of, but separates you from nature. Fourthly, always remember that a landscape is framed. Italian villa owners chose one view of nature over another, and the choices were based on cultural standards of design. Landscape is constructed by man.

Coming into Studio Projects: Land and Sky, I hadn't really thought too hard about the idea of landscape. Our efforts have awarded me with a good understanding of the concept. Artistically, I gained a lot of knowledge into the design and execution of pieces that I am proud of. I got to explore different mediums and that sparked my interest in 3-D work. This class also gave me more independent time to work on projects, so I got comfortable with a self-directed education. Knowing that I have the ability to think of an idea and follow it through to a successful art exhibition is exciting.

  
Student's Signature  
19-DEC-2012  
Date

Faculty Member's Signature (optional)  
\_\_\_\_\_  
Date \_\_\_\_\_  
Gibbs, Nicole -



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10005	Art Worlds		
Program or Contract No.	Title		
	29-SEP-2009	18-DEC-2009	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Lara Evans, Ph.D., and Lucia Harrison, Ph.D.

This program combined introductory study of art history, studio art skills, and expository writing. The program examined the roles of artists and the nature of artistic production at crucial moments of change by making case studies of Mesoamerican material cultural production at the time of contact with Europeans, the Renaissance period in Europe, and the Arts and Crafts movement in the US and Europe. Readings included: Miguel Leon-Portilla's *The Broken Spears* (1992); Pamela Smith's *The Body of the Artisan* (2005); *The Arts and Crafts Movement in Europe and America: Design for the Modern World* (2004) by Wendy Kaplan; *Academies, Museums and Cannons of Art* (1999) by Gill Perry and Colin Cunningham; and *Practices of Looking: An Introduction to Visual Culture—Second Edition*, by Marita Sturken and Lisa Cartwright.

Students engaged with the material by participating in weekly seminars, lectures, artists' talks, writing workshops, and studio art sessions. Students attended two charcoal drawing workshops per week. The first workshop introduced key concepts: use of materials, gesture and contour drawing, sequential drawing, sighting and proportion, positive and negative space, shading, texture, creating spatial illusion, and linear perspective. The second workshop applied these techniques to the figure. As part of the program's emphasis on embodied knowledge and transmission of learning through physical experience and observation, students also participated in weekly yoga sessions in preparation for their figure drawing sessions. They completed weekly technical assignments in their sketch journals designed to reinforce the classroom learning. Students also completed and critiqued expressive drawing assignments that were linked to the art historical periods. These included an abstract personal timeline, a visual storytelling sequence, an embodied knowledge project, a self-portrait, a gift design project, and a hand made long-stitched book with wooden covers that included block prints.

Students completed two formal writing assignments during fall quarter. The first assignment focused on writing clear descriptions of artworks and the second, longer assignment was a formal analysis of a work of art. Other major assignments included weekly concept maps of ideas in the readings and unit concept maps to conclude the Mesoamerican and Renaissance case studies, and a quiz on the Arts and Crafts Movement.

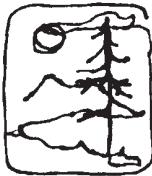
**EVALUATION:**

Written by: Lucia Harrison, Ph.D.

Teal took excellent advantage of the learning opportunities in Art Worlds. He was an intelligent, conscientious student, maintaining near perfect attendance and completing all assignments in a detailed, thorough, and thoughtful way. He turned in a well-organized program portfolio documenting his accomplishments. Teal worked just as diligently on improving his writing and investigating art theory and history as working on creative assignments. He took good notes during lectures and fully participated in all aspects of the program. Teal worked very well independently and collaborated well with other students in group work. His enthusiasm for learning was contagious. As a result of his work, he has greatly strengthened his conceptual and creative abilities.

January 27, 2010

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Hobson-Lowther	Teal	J	A00118341
Student's Last Name	First	Middle	ID Number
10005	Art Worlds		
Program or Contract No.	Title		
	29-SEP-2009	18-DEC-2009	16
	Date began	Date ended	Qtr. Credit Hrs.

Teal demonstrated an excellent understanding of the roles of artists and the nature of artistic production in Meso-America at the time of European contact, the European Renaissance, and the Arts and Crafts Movement. He posted 19 images on the art history timeline. His concept maps for the readings were thoughtful, detailed, and expressive. He was able to identify and illustrate key concepts from each week. He made an excellent score on his quiz about the Arts and Crafts readings. Teal made important contributions to the discussions of our readings during seminar sessions by raising excellent discussion questions and being an attentive listener who paid attention to the group dynamics. He frequently cited specific passages from the text, further evidence of his preparation and reading comprehension.

Teal's excellent paper about *Rusam Lassoed Afrasiyab* demonstrated an excellent ability to describe a work of art. His well-organized analysis of van Eyke's *Saint Jerome in His Study* focused primarily on the content and context for the work. His original thesis explored why early Renaissance artists were attracted to St. Jerome. Teal needs to continue working on how to incorporate the formal visual elements into his analysis. While Teal's maps of two exhibitions on Pacific Northwest Art were incomplete, he made a substantive list of similarities and differences between the exhibitions.

In his studio practice, Teal entered the program with no formal education in drawing. He worked hard to improve his skills drawing from observation and his imagination. His sketchbook is a good reflection of his engagement with the program, his self-discipline and his commitment to his education as an artist. He put a lot of effort into his technical drawing assignments, made preparatory drawings for larger expressive assignments and developed ideas for independent work. He made steady improvement in his drawing skills throughout the quarter. He sees shapes well and can use sighting to measure proportion and angles in perspective drawing. He gained an introduction to shading and other techniques to create a sense of deep space in his work. He now needs to work on using value differences, rather than line to depict forms. Teal did a good job on his expressive drawing assignments that explored his life as an artist and his self-image. He experimented with different materials: collage, watercolor, acrylic paint and charcoal. His work was full of energetic use of line and color. Best was his six panel narrative sequence on bowling. It was a humorous treatment of a well-designed broccoli-like character who learns to bowl. His frame compositions were good and he had a nice balance of text and image. Teal gave his classmates valuable feedback on their work in weekly critiques. During a three-day program retreat, Teal created a handmade book with wooden covers, cloth spine, and hand-sewn pages. He made a series of 6 linocut blocks and made prints to include in the book. He grasped the concepts of designing a repeating pattern after studying the pattern practices used by designers working in the Arts and Crafts movement.

Teal was able to do very strong academic work and greatly improved his drawing skills. He worked well with other students in the program and was always helpful and responsible. Teal is an extremely good student and it was a pleasure to have him in the program this quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - Studio Art: Beginning Drawing
- 2 - Studio Art: Beginning Figure Drawing
- 4 - Art History: Case Studies 1400-1930
- 4 - Art History: Introduction to Visual Culture
- 2 - Expository Writing in Art History

January 27, 2010  
Date

# EVERGREEN

The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://www.evergreen.edu)

## EVERGREEN TRANSCRIPT GUIDE

**Accreditation:** The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

**Degrees Awarded:** The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

### Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and 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, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

### Academic Program

**Modes of Learning:** Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

### Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

**Transcript Structure and Contents:** The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

**Evergreen Units:** 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

### Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](http://www.evergreen.edu)) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.

**TO TEST FOR AUTHENTICITY:** This transcript was delivered through the eSCRIP-SAFE® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at [escrip-safe.com](http://escrip-safe.com) by selecting the Document Validation link. A printed copy cannot be validated.

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