

## DOCUMENT RESUME

ED 464 695

JC 020 398

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TITLE Coordinated Studies Evaluation: Self-Evaluation Project.  
INSTITUTION Seattle Central Community Coll., WA.  
PUB DATE 1990-09-00  
NOTE 173p.  
PUB TYPE Reports - Research (143)  
EDRS PRICE MF01/PC07 Plus Postage.  
DESCRIPTORS \*Alternative Assessment; Basic Skills; Community Colleges; Interdisciplinary Approach; Nontraditional Education; \*Outcomes of Education; Self Concept; \*Self Evaluation (Individuals); \*Student Attitudes; \*Student Evaluation; Teaching Methods; \*Two Year College Students; Two Year Colleges  
IDENTIFIERS \*Seattle Central Community College WA

## ABSTRACT

This paper presents self-evaluations from students in the Coordinated Studies (CS) Program at Seattle Central Community College (Washington). Students in all CS Programs were asked to fill out self-evaluations during the 1989-1990 school year. A faculty task force collected 356 self-assessment essays, and 10 evaluations were randomly chosen from these for a selection across the spectrum. The researchers looked for four definite outcomes in reading the student self-evaluations: (1) gains in sense of self and community; (2) knowledge of ideas and experience and associations between them; (3) becoming a lifelong learner; and (4) fundamentals. Each evaluation was read by three members of the task force. If two readers agreed on an outcome, it was recorded as a student who perceived that outcome as part of her or his learning. Results included: (1) 84% of the students whose self-evaluations were read described gains in a sense of self-esteem and community; (2) 92% described gains in knowledge of ideas and experience and associations between them; (3) 78% described gains that indicated they were becoming lifelong learners; and (4) 76% described gains in fundamentals. Excerpts from student responses and evaluation scoring sheet appended. (NB)

**COORDINATED STUDIES EVALUATION:  
SELF-EVALUATION PROJECT**

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September 1990

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## ABSTRACT

In the years since the interdisciplinary, coordinated studies has been used by Seattle Central Community College, the self-evaluation or self-assessment essay has become a pedagogy which has been used regularly. It has enabled faculty to develop a more clear picture of what students have or have not learned, in addition to being seen as a beneficial process for students. It was adapted for this project as a means to gain a window to the students' perspective of what they have learned in coordinated studies programs.

Self-assessments from eleven programs offered at Seattle Central Community College were kept and used for the study. This comprised all of the programs at the school during the Fall of 1989 and Winter of 1990. This included a variety of programs - eighteen credit, thirteen credit, transfer Academic, pre-college, and vocational programs.

The self-evaluations were read by a task force of nine faculty to determine if outcomes included: 1) gains in self-esteem and community building; 2) knowledge of ideas and experience, and associations between them; 3) gains in becoming a life-long learner; and 4) fundamentals. The first three items were those which preliminary discussion and anecdotal evidence had seemed to indicate were outcomes especially strong using the coordinated studies model in the classroom. The fourth item, fundamentals, was one which previous research had already explored to a degree, and which was an item of some debate on campus. A fifth category which reflected the richness of the self-assessment process itself was also added.

The process did open a view of student learning which can be refreshing and enlightening, i.e. the student's own view as described by themselves. Quotations from the self-evaluations, and how the quotations were classified in terms of outcomes, are included in appendices to this report. They provide a source for the kinds of discussion and debate which makes the idea of evaluation exciting rather than stultifying.

The work of this task force can be linked with other efforts at the school in two important ways. One is the ties to other examinations of outcomes in classes which are not coordinated studies programs. This could show the place of this kind of program in the school's general education curriculum. The other link is with other efforts of the CSP faculty to evaluate the coordinated studies programs.

## ACKNOWLEDGEMENTS & BACKGROUND

This project was initiated by the Coordinated Studies Evaluation Faculty Task Force, an effort funded by Title III to create possible on-going methods for evaluating Coordinated Studies Programs at Seattle Central Community College. During the Fall of 1989, the task force decided a project using student, narrative self-evaluations could be helpful. The most active members of the task force in planning the beginnings of the project were Astrida Onat, Bobby Righi, Sandra Hastings, and Rosemary Adang. Other members of the task force were Sandra Schroedder, Tracy Lai, and Lynn Sharpe.

Their decision was to begin that quarter requesting and gathering student self-evaluations from all the Coordinated Studies Programs being taught at the college. They implemented it immediately by contacting the faculty in those programs. They continued with the project by collecting self-evaluations from CSP's at the end of each quarter through the rest of the Academic year. Because of my connections to self-evaluation through teaching a self-evaluation class in a concurrent project, and also teaching in CSP's, I was attracted to the CSP self-evaluation project and pleased to work with the material which the task force was providing. It was due to the Task Force's initial efforts that the following statements about student perceptions of Coordinated Studies Programs at Seattle Central Community College could be gathered. After the report has been further examined by the Coordinated Studies Evaluation Faculty Task Force, a specific next step in the use of student self-evaluations can be considered.

To list everyone who helped to make this project possible would take many pages. It would be appropriate here instead to list the groups who have helped.

Coordinated Studies Self-Assessment Task Force

Coordinated Studies Evaluation Faculty Task Force (see above)

Seattle Central Community College Student & Institutional Task Force

Planning and Research Office

Humanities/Social Science Division Office

Washington Center for the Improvement of Undergraduate Education

Faculty in SCCC Coordinated Studies Programs from 1989-1990 Academic Year

Students in SCCC Coordinated Studies Programs from 1989-1990 Academic Year

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### Introduction & Description

"Self-evaluations" in the context of this report are written descriptions by students of their own learning. The self-evaluation essays written by students have become an important part of the Coordinated Studies Program at Seattle Central Community College. Most programs have used it, and many instructors have carried it back to their regular classroom teaching. It has proven valuable as a way for professors to gain a better picture of what and how students are learning. Also, it has involved students more with their learning; they take responsibility for and own the ideas and connections involved in their own education.

This fit in well with the plans of the Coordinated Studies Faculty Task Force. As a part of the effort at Seattle Central Community College to evaluate the Coordinated Studies Program, the faculty task force and the college as a whole wanted to include a comprehensive view of the students' perceptions of their learning in the Coordinated Studies programs in which they were enrolled. Therefore, the students in all of the Coordinated Studies Programs during the 1989-1990 Academic year at Seattle Central Community College were asked to write a self-evaluation of their own learning. Copies of these were collected and kept for this project. In order to complete this project by Fall of 1990, the self-evaluations from two quarters (Fall, 1989, and Winter, 1990) were used. The papers were read by a team of nine faculty, and the

Seattle Central Community College perceive the learning taking place in the programs.

## Methodology

### Gathering the Material

Gaining an evaluation of a course or faculty member through a standardized check list is of course a recurrent situation in education. It is a "quick" method which yields instant numbers. Unfortunately, it also puts language in the mouth (or at least in the brain) of the person filling out the check list, and assumes that person filling out the list has the same understanding of the language and judgments in the list as those who write and compile the surveys.

Because of these problems, we wanted to use as evidence for this project, direct statements from the students in the Coordinated Studies Programs, their own views in their own language. We did not have the time and money necessary for interviews, so we elected to use written descriptions by the students of the learning which occurred for them in the programs.

Every Coordinated Studies Program taught during the Academic year, 1989-1990, was asked to have the students write a narrative self-evaluation of how they perceived their own learning in the program in which they were enrolled. Possible "prompts" for the students were suggested, but each of the faculty teams chose for themselves what kinds of directives to give the students. Some chose more open-ended questions than others. The various forms used as "prompts", or in some cases, directions, are in Appendix B

of this report. The different ways in which the assignment was presented did seem to change the richness of the students' answers, but did not change the final "mention" and summarization of outcomes which this project settled on examining.

The programs participating included the many kinds of Coordinated Studies Programs which are offered at Seattle Central Community College. Since the reading was done during the Spring quarter of 1990, self-evaluations from the Fall, 1989, and Winter, 1990, programs were used. Eleven programs participated in this study by contributing self-evaluations from students. The number of students varied widely in these programs because of how many faculty were involved, or in some cases, because the programs were connected to vocational programs with a limited enrollment. The following were the programs from which self-evaluations were gathered:

- Taking Sides On The Environment (18 credits): faculty - Susan Helf, Al Hikada, Jim Hubert. Course equivalencies: ECON 202, Microeconomics; BUS 200, Introduction to Law; ENG 102, Composition, or ENG 201, Advanced Composition; Environmental Science or Independent Studies in Economics.

- Of Body and Mind (15 credits): faculty - Marg Dickson, Viola Spencer, Stein. Course equivalencies: BIO 140, Survey of Human Anatomy; ENG 101, Composition or ENG 102, Composition; PSY 110, General Psychology.

- Myths & Realities In The Workplace (18 credits): faculty - Rosemary Adang, Liz MacLennan, Dan Mocanu. Course equivalencies: BUS 101, Introduction to Business; Bus 110, Business Math, or MAT 081, Basic Math Skills; ENG IDS 092-098, pre-college English; HDC 101, Orientation to College Success.

- The Joy of Math & English (13 credits): faculty - Minnie Collins, Bobby Righi. Course equivalencies: ENG 096, College Prep Writing III; HUM 100, Intro. to Humanities; MAT 081, Basic Math Skills.

- The Future of Being Human (13 credits): faculty - Nancy Finley, Paula Bennett. Course equivalencies: PSY 110, General Psychology; ENG 101, Composition; ENG 298, Special Topics.

- Coming of Age in the Milky Way (18 credits): faculty - David Dawson, Janet Ott (exchange from TESC), Janet Ray. Course equivalencies: ENG 101, Composition; MAT 107, Mathematics: A Practical Art; SCI 160 or PHI 160, Philosophy of Science; ENG 299, Literature of Science, or SCI 180, Evolution of Science; SCI 299 or HUM 299, Seminar.

- Ethics & Images: The Televised Mind (vocational) (12 credits): faculty - Sandi Sonnenfeld, Joe Klein, Nate Long. Course equivalencies: COM 299, Special Projects; ENG 102, Composition, or ENG 201, Advanced Composition; PHI 118, Reasoning & Decision Making.

- Speaking For Ourselves: Cross Cultural Cisions & Connections (18 credits): faculty - Minnie Collins, Tracy Lai, Ileana Leavens, Gilda Sheppard. Course equivalencies: ART 255, Survey of non-Western Art; ART 29, Special Problems in Art; ENG 096 or ENG 098, College Prep Writing III, or ENG 101 or ENG 102, Composition; ENG 228, Minority Literature; HIS 150 History of American Minorities; HIS 299, Special Problems in History; SOC 110, Survey of Sociology; SOC 150, Minority Groups.

- The Right Thing To Do (13 credits): faculty - Sandra Hastings, Linda Damico. Course equivalencies: ENG 098, College Prep. III, or ENG 101, Composition, or ENG 201, Advanced Composition; ENG 265, Literature & Society; PHI 110, Introduction to Social Ethics; ENG 299, Special Problems in English.

- Of Nature & Nurture (15 credits): faculty and course equivalencies same as Of Body and Mind (see above).

- The Far Side of Knowledge (18 credits): faculty - Astrida Onat, Janet Ott (exchange faculty from TESC), Carl Waluconis. Course equivalencies: ENG 102, Composition, or ENG 201, Advanced Composition; ENG 265, Literature & Society; ANT 135, Human Ecology; ANT 201, Physical Anthropology; BIO 298, Special Topics; ANT 299, Special Problems in Anthropology; SCI 180, Evolution of Science.

The process of gathering began before the plans of exactly what to do with the material were made. For this and other reasons, we did not have a self-evaluation for the entire population of each program.

Gathering Meaning from the Material:

After the gathering process through two quarters, by the Spring of 1990 we had lots of written material with which to work. To be specific, we had 356 self-assessment essays from students. They varied in length from two to fifteen pages.

The faculty task force consisted of eight instructors and myself: Rosemary Adang (English), Paula Bennett (English), Valerie Bystrom (English), Minnie Collins (English), Sandra Hastings (English), Susan Helf (Business), Claire Sharpe (Adult Basic Education), Larry Silverman (English), Carl Waluconis (English). The emphasis on the task force was definitely faculty from English. This might be surprising, considering that the project would involve reading quite a few student essays, and the average, full-time English instructor at the college is already reading an average of nearly 1600 pages of student writing per quarter. However, the growing interest in linking writing with other cognitive skills, and the richness of the writing which occurred in many of these papers, could account for the higher level of interest from English faculty in this project.

We had a few meetings in which we discussed the way in which to read the self-evaluations. One of the possibilities considered was utilizing something such as the Perry scale used in the Measure of Intellectual Development in order to identify the cognitive development of the students in an educational setting. However, we decided to read the essays for what they told us about the learning

which the student had experienced, and not to gain a different measure from them. Nor did we try to grade them according to quality. It is possible that the essays could be read for some other sort of institutional score for quality, but for the purposes of this project, we wanted to use that information which the student told us solely as "information the student told us".

To begin, ten of the self-evaluations were randomly selected for a mix across the broader group. Each faculty member read the ten and reported back. Students' names were no longer attached to the essays; they were identified by a number. The question for each faculty member to answer was, "Did this essay tell you anything about learning which had occurred for the student in the program?"

If the answer was positive, then the faculty member was to define what learning had occurred. In discussion during the early meetings, we had bounced around a number of different labels with which to identify the learning. The "Dimensions Chart" created by the Institutional and Student Outcomes task force at Seattle Central Community College was suggested as a possible place to look for descriptions of the learning which students described (see Appendix C for chart). It was used by some, but certainly not by all of the faculty. When reading the self-evaluations, members of the task force also underlined those passages which they identified as a described learning.

I consolidated the results into a rather long (and quite

burdensome) chart which quoted the kinds of learning which faculty found described in the self-evaluations. The immediate result showed complete consensus regarding the idea that evidence of learning was described by the students in the self-evaluations. Describing specifically what that learning was, i.e. agreement on a description of the outcomes, was more complicated. The complexity of the programs, the involvement on the part of the students, and the often rich ways in which the learning was described resisted minimal tags to describe the learning. But just the same, after some lengthy discussion, certain outcomes were seen as reoccurring, even though they were described differently by students and by faculty reading the students' perceptions.

After interesting rounds of discussion regarding our perceptions of learning and the ways that we "described" learning, we agreed upon a set of "cues" which we would look for, and for the final reading project, accompanied those cues with some clarifying "descriptors". We also agreed to mark with a yellow pen statements which showed students describing the learning outcomes. Some readers marked only the outstanding passages, while others marked more often. The following is a list of the four definite outcomes we agreed to look for in the readings:

- 1) Gains in sense of self and community - Further description in the score sheet said, "self-esteem" and "team work". The students wrote about a gain in confidence for themselves as well as a respect and new way to listen and work with others, including the teams of professors and other students.
- 2) Knowledge of ideas and experience, associations

between them - "New information and ideas" along with "perceiving others' ideas" were the additional descriptive words on the score sheets. This referred to the way students made connections with ideas in the texts, and with ideas about the texts which they heard in class and in seminar.

3) Becoming a life-long learner - The list of descriptive words with this outcome: "how to learn and learning from mistakes"; "questioning attitude"; "exploring, curious attitude"; and "critical thinking." Sometimes the students used these various terms. Other times they did not. Therefore the idea of agreement by multiple readers for the self-assessments became very important.

4) Fundamentals - "Reading and writing", "computational", and "keyboard" were the expected descriptive phrases here. This category was included because of a debate at Seattle Central Community College over whether Coordinated Studies was "the right setting" for learning the fundamentals. Two previous reports completed for the Coordinated Studies task force had opposite conclusions regarding whether freshman English could be taught in Coordinated Studies. We couldn't resist another look at this problem, from the student's perspective.

Adding another element to the project, I also requested readers to mark with a pen, "Ex." by those descriptions of learning for which the students provided a specific example. For this project, this did not result in anything definite. Students were not initially asked to provide examples except in some cases. Therefore, the examples given by students of demonstrated learning which were marked made for effective reading material, but did not figure in the final statistical results of this report. Asking for specific examples could be a future consideration when using self-evaluations to examine learning.

Sometimes, and often enough to make it seem we should consider it as a factor, during the initial reading of the ten random self-

evaluations, we found a comment on the student self-evaluations that made us say, "Splendid," or "Yes," or whatever positive expletive we had on our mind at the time. This was the kind of statement which we agreed showed us learning had occurred, but which we felt could not be classified with a tag or even sentence. (These were, in short, often the kinds of comments that keep faculty coming back to the classroom every Fall.) However, they did not fall into one category, and they did not spell out a "countable" number for a chart. We gave this a special category, labeled it roughly, "splendid," and asked also that those comments be marked on the self-evaluations in pen and noted as the "other" category.

(See Appendix D for the score sheet used by faculty on the task force as they read the self-evaluations).

The goal was to have each self-evaluation read by three members of the task force. This was accomplished, using the bulk of Spring quarter. Readers of the self-evaluations were of course the same faculty who had worked on the committee to build the score sheets. The construction of the "cues" or score sheets were in fact training sessions to become a reader of the self-evaluations. Each member of the task force was paid a small stipend for committee work and reading the student papers.

The possible results of the project at this point were many. If there was wide disagreement concerning what the students were describing as learning, i.e. if three different faculty perceived

three different kinds of learning in the same self-evaluation, and did not agree on any, then we would have to meet again and regroup. If no agreement could be reached, the results could very well be that no exact outcomes could be gathered from reading students' descriptions of their own learning. Another possibility was that some self-evaluations could be used to gather the student's view of learning, but not all.

What finally occurred was enough consensus on the self-evaluations to make some statements about how students enrolled in the Coordinated Studies Programs at Seattle Central Community College during the Fall, 1989, and Winter, 1990, viewed their own learning. It was agreed that some sets of the self-evaluations were much richer than others. Also, it seemed that some of the self-evaluations demonstrated what the students were writing about, by being rich and informative, while other were just short statements in which students briefly stated, for instance, "my reading improved," without demonstrating or elaborating on the statement. As stated above, the differences in the manner in which the students provided the information seemed to be linked to the ways in which it was asked. If the question was specific about learning, for instance, "Do you now consider yourself a better writer?"; then the reply could be "Yes" or "No". However, more open-ended (and even vague) questions, or even a "why?", could be used as a springboard for the students to connect the learning to their lives. These are issues which could be addressed more

strenuously in other self-evaluation projects.

However, for the purpose of this project, material was gathered and agreed upon while reading narrative descriptions of learning by students who were experiencing that learning. That material has helped to create a picture of how the students saw their learning experience in Coordinated Studies.

## RESULTS

### Tabulating Scores

If two readers agreed upon an outcome, it was recorded as a student who perceived that outcome as part of his or her learning. There was never in the final compilation a split where everyone saw the paper entirely differently. The only disagreement occurred when one reader may have perceived more outcomes as described by a particular student than the others did. If only one reader perceived such an outcome, it was not scored as an outcome described by that student. It took 2 out of 3 checks by the number on the score sheets to gain a "yes" as an outcome in the final tally. The tabulated results and examples from the self-evaluations follow.

### Category Caveat

The categories described above and used as outcomes for this

study, especially the first three categories, of course contain some overlap. In fact, sometimes the same statement by a student would be flagged by a reader to represent more than one outcome. The places where the categories do overlap could be explored as a strength of the programs.

#### Gains in sense of self and community

Gains in sense of self often relate to self-esteem, but in the case of higher learning also mean gaining a position and place for oneself while using intellect and feeling. Through these gains, a sense of responsibility to others is also gained, which seems to at least foreshadow commitment. This does not describe entirely listening to other's ideas in order to gain knowledge, since that is covered in the second outcome on the score sheet. Instead, this is geared more toward working with others by helping and being helped by others, all of which seem to extend from important gains in self-esteem. These differences between "1" and "2" might seem like "splitting hairs". However, the fact that the outcomes often go hand in hand could reflect the strength of a pedagogy using seminars and interactive group projects. Yes, a respect for others is often connected to learning from others, but on the other hand, they were not always connected in the self-evaluations.

In terms of self-esteem, a student wrote,

I actually liked my research paper. For the first time I've written a paper that not only do I mind if people read, I want them to read.

In a pre-college math program, a student commented,

I did most of the math when I was present, but I think I was a lot better at helping people in my group.

Larger connections to community were also expressed.

This class sure has worked its way into the fabric of my life. Or actually it's just brought out things in me and other people which were already there, but we never knew how to talk about them among ourselves until we had the class in common.

For a more extensive list of comments from student self-assessments concerning these issues, see Appendix E.

The results of the readings by the task force showed that during the Fall, 1989, and Winter, 1990, quarters at Seattle Central Community College, 84.27% of the students whose self-evaluations were read described gains in a sense of self-esteem and community as a part of what they learned in the Coordinated Studies programs in which they were enrolled.

#### Knowledge Of Ideas and Experience, Associations Between Them

As was said previously, what ties this to the first listed outcome is the process of students learning ideas from each other. The seminar was often the place for this sort of interaction. However, this category also includes new ideas gained by the students from books, lectures, field trips, films, and other activities related to the programs.

A very important aspect of this outcome is the idea of associations and/or connections between the material the students

were learning. This includes connections between different ideas presented through the course of the quarter, connections between disciplines, connections between material in the class and the student's past life, and connections between the material and the student's current life and plans.

Some of these student comments were very specific to a discipline. For instance,

My general understanding of psychology has been well rounded out. I have an increased sense of where my interests lie within the field and how they differ with other approaches. The information has always been immediately useful. Having gone through the basic spectrum of psychological classifications and terminology will facilitate future research.

Other references were to a broader frame of knowledge.

Seminars are like a crash course in communicating. If communication fails, learning breaks down. I learned so much from different people in seminar.

Some of the focus was on the connections.

The books we read were not only interesting and full of information; they were conducive to personal thought and reflection. New ideas, that I may never have come up with on my own, came up in seminar. We got to learn from everyone's life experience, not just our own.

At times, the comments were helpful to instructors in creating effective pedagogies.

I could actually see that a student's comments were seriously thought about and taken to heart. This allowed for a positive, more creative, thinking atmosphere.

New discoveries, results of the making connections, were also a focus.

...I have gained a better understanding of science and its workings...I learned that science is not the malignant, self-supportive beast I had reckoned it to be. Science...is only as bad (or good) as the person uncovering its mysteries.

For a more extensive collection of student writing regarding these issues, see Appendix G.

The results of the readings by the task force showed that during the Fall, 1989, and Winter, 1990, quarters at Seattle Central Community College, 92.42% of the students whose self-evaluations were read described gains in knowledge of ideas and experience and associations between them as a part of what they learned in the Coordinated Studies programs in which they were enrolled.

### Becoming A Life-Long Learner

This is a quality which is often discussed as a goal of educators. At the same time, because it seems unmeasurable, especially in terms of standardized testing, it is an outcome which is very often dropped from discussion during times of assessment.

While reading students' descriptions of their own learning, we included a questioning attitude and an exploring, curious attitude as indicators of this outcome. For instance, a student wrote,

In a sense I feel strength gained from this course. Not strength through a feeling of safety in numbers, but rather a strength through knowledge. Things I did not know before, I would not question or challenge. Now I see the importance of questioning - myself, as well as

others.

Another way in which this outcome was indicated to us by students were comments regarding how to learn and learning from mistakes.

Along these lines, a student wrote,

I think that I will be more prepared for my classes in the future because of this class. It has showed me that I need a lot more control and discipline to succeed, not only in school but in life.

We also considered references to critical thinking as gains in becoming a life-long learner.

We seem to be all too willing to adopt a New World view as one is handed to us. I think that this indicates foremost our displeasure with the current systems of thought and action. It also eerily reminds me of the 1984-ish ability to doublethink and adopt a new set of reality facts without so much as a backward glance or future searching question.

At times, the students indicated a focus in the quest for learning which he or she wanted to continue.

What I really want to know...is just what it is that makes God such an attractive concept to so many of us. I want to know how and why God is so popular.

For a more extensive list of comments from student self-assessments concerning these issues, see Appendix F.

The results of the readings by the task force showed that during the Fall, 1989, and Winter, 1990, quarters at Seattle Central Community College, 77.53% of the students whose self-evaluations were read described gains which indicated they were becoming (the process hopefully never stops) life-long learners as

a part of what they learned in the Coordinated Studies programs.

### Fundamentals

The outcomes listed above are those which most faculty have considered are some of the reasons why coordinated studies and the pedagogies they include are important for the students and the college. This project then verifies what faculty involved in the programs have generally considered to be true about the benefits of the method of learning.

Questions concerning fundamentals though have not reached the same kind of consensus. Whether basic groundwork in reading, writing, computational abilities, and keyboarding (including computer) can be included successfully in coordinated studies has been an interesting forum for debate. Therefore, with this project we hoped to gain the student's perspective on these issues.

As was stated above, often the comments regarding fundamentals were straight forward.

My writing, sentence structure, and comma usage have improved a lot.

This was stated in different ways in different places, at times more effectively.

The writing assignments I found to be very helpful in improving my writing skills. I learned to be more aware of my grammatical errors as well as punctuation. I also learned to put more emphasis on the quality of my papers and the messages I was trying to get across.

The comments were more important for the student at times, because they indicated that the student knew what to focus on to continue developing the fundamental skills. Concerning writing,

Believing I've improved, knowing I have mass room to improve, I think now more in an ordered sequence with a point to consider and not meander from. I did not always hand in papers on time; I was fighting severe mental block.

This could also possibly indicate the beginning of life-long learning. The overlap and use of the students' comments as cues to learning is discussed in more depth in the Introduction to Appendices E through I. Those appendices are one of the most important and useful sections of this report.

For a more extensive collection of student writing regarding their view on their learning of fundamentals, see Appendix H.

The results of the readings by the task force showed that during the Fall, 1989, and Winter, 1990, quarters at Seattle Central Community College, 76.12% of the students whose self-evaluations were read described gains in fundamentals as a part of what they learned in the Coordinated Studies programs in which they were enrolled.

#### Other ("Splendid")

This is a category which was included after the initial "test" reading in order to include important statements by the student on learning which were not included in the other four categories. Many of these overlapped with one or more of the above four, but they also were convincing in terms of student learning in other ways.

By the time I thought of something that I wanted to add, someone else was often already saying the

same thing. So I listened well and went home and shared with my wife, who now feels as if she has taken the class as well.

Some of these reflected positively on the learning process which the coordinated studies programs entails.

The first thought that comes to mind is 'I don't want this quarter to end'. There have been so many wonderful experiences in our seminar, as well as the guest speakers that we have had. It has all been a great learning experience, both in scholastic knowledge and in my own intellectual growth.

These comments often were evaluations of programs, including weaknesses as well as strengths.

I firmly support the ideas of Coordinated Studies, but it is essential that only those students who want to take both subjects in the programs be allowed to participate. In this class quite a few students came because it was the only available class for ENG 101.

The old debate was again raised by the students themselves.

One thing that might have been better would be to require English 101 before taking the class. then apply the credits to a more advanced writing class.

On the other hand, a student wrote,

I have found that it is true that "the more you write, the better you write."

Other students found the connections to the program moving them consciously in new directions.

I now realize that alcohol has always been an issue in my personal life as well. I have now faced my own alcoholism and know that sobriety is the only answer. I have not yet confronted my mother about her alcoholism, but intend to do so.

Other students were not as specific, but displayed the tremendous

energy which ownership of learning can bring.

Now fortified with the hoe of rational thinking in one hand, the spade of justice in the other, I am ready to conquer the various back lots of morality. I am anxious to begin sorting the weeds from the flowers, undeterred to dig deeper when searching out the roots of a particularly thorny bush, and eager to plant and nurture the seeds of curiosity. Have I overstated myself?

Appendix I has more excerpts from the self-evaluations regarding this category. They include statements about the programs which would be useful when planning and implementing other programs, since the students evaluate programs' strengths and weaknesses. This is not the purpose of student self-assessment; program or course evaluations can be separate documents. However, the overlap does occur.

There is no useful end to tabulating the number of self-assessments which were marked to indicate an "other" or "splendid".

### COMPARISONS WITH OTHER SCCC CAMPUS STUDIES

During the Spring quarter of 1990, a survey was taken in random classes at Seattle Central Community College using the dimensions chart (see Appendix C). The chart was turned into a list and administered in classes. Students checked that learning which they perceived had occurred in the classes. This was also administered to the five Coordinated Studies Programs offered that Spring.

As was stated in the "Introduction and Description" in this report, the dimensions chart did have some overlap with the score sheets as used in the self-evaluation project. The chart though broke down the outcomes into much more specific details. Nevertheless, a comparison of the statistics does produce an interesting perspective. On the "Comparison Chart" on the following page, the outcomes in "cap's" are those listed on the sheets used by the readers for the self-evaluation task force. The survey list contained 57 items or outcomes, but only those items which linked most closely to the outcomes used in the CSP self-evaluation project were grouped together for the purposes of the Comparison Chart.

The three columns are percentages of students who felt their learning gained in the outcomes listed. The first column are students in the CSP's at Seattle central Community College during

Fall of 1989 and Winter of 1990. The percentages are those gained from reading the students' self-evaluations, a summary of the percentages given in this report. The second column are students enrolled in CSP's during Spring of 1990 who took the dimensions survey. The third column are students enrolled in non-linked classes who took the survey during the Spring of 1990. They do not have decimals because exactly 100 students were surveyed in classes that Spring.

OUTCOMES

	<u>SELF- EVALS CSP'S</u>	<u>SRVY. CSP'S</u>	<u>SRVY CLAS S</u>
<b>SENSE OF SELF &amp; COMMUNITY</b>			
Self-esteem: recognizing strengths & limits	87.3%		
Understanding personal motivations		68.6%	57%
Self-confidence		73.7%	56%
Managing stress and change		69.5%	60%
Risk-taking		50.8%	20%
Awareness of connections: self & world		56.8%	60%
Community building		80.5%	51%
Sensitivity/respect for others		48.3%	40%
Valuing life experiences & development of others		76.3%	64%
		75.4%	46%
<b>KNOWLEDGE OF IDEAS &amp; EXPERIENCES shaping history</b>			
Interdisciplinary connection making	92.4%	80.5%	46%
Constructing an idea & adding to body of knowl.		72.0%	53%
		75.4%	52%
<b>LIFE-LONG LEARNER</b>			
Learning from experiences:mistakes & successes	77.5%		
Finding pleasure in learning		80.5%	70%
Curiosity about the world		85.6%	63%
Discovery		83.9%	41%
Learning from mistakes: commitment to renew		77.1%	59%
		84.7%	70%
<b>FUNDAMENTALS</b>			
English reading/writing	76.1%		
Computer literacy		89.8%	71%
Computation		40.7%	34%
Oral communication		8.5%	33%
Information seeking/processing		79.7%	57%
		72.0%	57%

### SUMMARY & RECOMMENDATIONS

The results of the readings by the task force showed that during the Fall, 1989, and Winter, 1990, quarters at Seattle Central Community College, as a part of what they learned in the Coordinated Studies programs in which they were enrolled: 84.27% of the students whose self-evaluations were read described gains in a sense of self-esteem and community; 92.42% of the students described gains in knowledge of ideas and experience and associations between them; 77.53% of the students described gains which indicated they were becoming life-long learners; and, 76.12% of the students described gains in fundamentals.

The use of self-evaluations as a means to explore students' perceptions of learning seems a logical and natural source of rich material regarding education. Continuing this process with coordinated studies programs at Seattle Central Community College could be an effective method of examining what happens in the programs so that faculty could have a clear view of how students are perceiving the programs.

This study could also be useful in a comparison with the faculty view of coordinated studies, a project already completed by Nancy Finley. Perhaps a study of administrators' views would be necessary to complete the picture.

Keeping all the student self-evaluations from the programs, and making them a requirement for the programs, would assure a complete "look".

For studies such as this, the self-evaluations should be used anonymously. However, for the student's own record, they could be kept in a portfolio. This self-assessment/portfolio could also be used in non-linked classes. With numerous colleges now using or planning to use portfolios of students writing, the self-assessment essay becomes even more important as a place to begin and finalize a portfolio of a student's work in an institution (or even a number of institutions).

Prompts or assignments to create self-assessments should be left flexible and designed by the faculty in the program. For this study, we noted that the more specifically pointed the question, the less rich the answer. The more open-ended the question was, though it caused anxiety at first for many students, the more valuable and richer the response seemed to be for both the reader and the writer of the self-evaluation.

The numbers generated by this report can of course be used and/or argued in many different ways. They will no doubt serve new and different functions if the numbers are kept over a period of time.

However, the more important discussion is that involving the self-evaluations themselves. We can spell out and name what we think the learning means, certainly an important task in higher education if we wish to control what occurs. However, it is the meaning the students are making of the learning which will finally "spell out" what the learning does, and using the process of

students writing about their own learning will help us to understand that meaning.

**APPENDIX A**

Appendix A contains an article pending publication concerning the use of self-evaluations. Because it is written by the writer of this report, there is some repetition of the report in the article. However, the discussion of self-evaluation in general, an important aspect of this report, is included in the article more thoroughly than in the report. Therefore, the article is included in this appendix.

### **HELPING STUDENTS MAKE CONNECTIONS: PORTFOLIOS AND SELF-ASSESSMENT**

The current movements surrounding outcomes and assessment in education have brought with them discussion and debate, excitement and frustration, talks of meaningful spending accompanied by processes that mean additional expense, and of course a list of time-consuming tasks for educators. We would welcome a means toward examining outcomes of learning which would also provide a piece of useful curriculum.

Student self-evaluations, when most effective, describe what students have learned, its connections to their own experience and ideas, and how they plan to use it. These self-assessments can provide an excellent view of the learning which occurs at a school. In addition, they help the student develop metacognitive skills. The students, when given time to reflect on their own learning, own their education and connect with their learning in more meaningful ways.

The self-evaluation is not new. It can and has been used in many classes on a weekly, monthly, and/or mid-term and final basis. It has also been used as a tool for classroom research. However, at this time we could re-examine it with the possibility of using it more formally for the purposes of outcomes and assessment while still benefiting from its strengths as a method of teaching.

At Seattle Central Community College, we have just begun to use student self-evaluations in two ways which have had a large impact on the institution. The first is a course in which students write evaluations of their own learning in classes in which they are concurrently enrolled. The second involves using them to look more closely at a specific series of programs, in this case the interdisciplinary Coordinated Studies classes at SCCC. Both of these methods tie directly to the use of self-assessments in student portfolios, both as a beginning to the portfolio and as a capstone.

The premise for student self-assessment or self-evaluation seems a simple one: a way to discover what students are learning is to ask them. Of course, the processes of education are not always as simple as that. Effective observation of one's own learning requires new skills and procedures. These skills are often not present in the curriculum. They became a part of the curriculum for the course at SCCC in self-evaluation.

Borrowing from the title of the study by Mary Field Belenky, Blythe McVicker Clinchy, Nancy Rule Goldberger, and Jill Mattuck Tarule, the course was called "Ways of Knowing". The first enrollment at SCCC in the Fall of 1989 was 34 students. They examined their own learning in over 40 different classes, including Physics, Japanese, Modern World Literature, English Composition, Modern World Literature, American Sign Language, pre-college Math, and Algebra.

In a survey early in the quarter, students reported a variety

of reasons for taking the course: to help them in a class which they found difficult, to enhance a "favorite" subject, to link more cohesively two different classes which they thought had similarities, and of course a few took the program seemingly because "it was there".

The class included a "Journal of Learning" which the students turned in weekly. Nearly one-third of the class reported in an exit survey that this was the most valuable aspect of the class for them. Many said they would continue such a journal to enhance their own learning the following quarter. This journal was in rough form the beginning of a portfolio on their own learning. The entries were fascinating in gaining a picture of the different kinds of student learning at SCCC.

Other topics in the class included learning styles, family influence on learning, social influence, campus life, philosophies of learning, the SCCC "Dimensions of Learning" (outcomes) chart, evaluation methods, future plans involving learning, and a mid-term and final self-assessment essay. The methods used in the class included small seminars, large class discussion, and lectures.

Student enthusiasm was noticeably high throughout the quarter. It felt to me in front of the room as if a current of water was rushing to fill a space where previously a vacuum had existed. Here was material for study, accessible to students, which they reported had been all but hidden from them up to this point. Here was time in their studies to reflect on the higher learning for which they were paying and to which so many people were dedicating so much time. Here was time to jump off education as an industrial treadmill and time to contemplate and hold seriously the knowledge and processes to which students were being introduced. Putting this class in place at SCCC was initially an Outcomes project, but I felt I had serendipitously stumbled upon a missing piece of curriculum.

In terms of that Outcomes project, the self-evaluation essays did provide a picture of student learning. It was not a series of test scores, but the richness of the statements indicated important benefits for the students. One student wrote how a group project had become a turning point.

During this quarter I realized that to accomplish something extraordinary you've got to step out and attempt something you're not comfortable with. That one insight is worth any length of time.

Given the opportunity, students made their education effective for themselves by connecting it with important issues with which they were struggling. One student, after very detailed descriptions of solving specific homework and exam problems, summarized her quarter in Math and Physics with connections specific to her, yet still universal.

I don't know what my major will be, but what I have learned about critical thinking, working with

other people in groups or as partners, and being able to visualize things as they are being related to me, will be of benefit to me throughout my life. Equally important is the realization that I have a right and a responsibility to question what I don't understand or agree with. I hope that I can instill this in my son....

On a more practical note, a student wrote,

In Philosophy, Introduction to Logic, I narrowed down my goals to one area, which is using reason to evaluate and solve arguments. Meeting this goal in Logic has helped me to achieve my goals in Business Law, which are to distinguish between fact and opinion, thus allowing me to understand and evaluate the arguments that arise out of court cases.

Concerning a project for a Poetry class,

Elise and I wanted this project to be exciting and interesting, or at least make people think. We didn't want some boring biography plagiarized from an encyclopedia. This is when we changed our format.

Some students addressed broader issues which they connected to a course.

I realize there is nothing anyone can do that will help me change if I'm not going to try. I must discipline myself and only then will I know what true success feels like.

This is the kind of involvement with one's own learning that becomes a visible effect of students writing self-evaluations. They also gain a more clear perception of their own education as they describe it to others. Describing grades,

It is not grades that define me or my learning, a reality that I can easily forget at times.

This view broadened at times to include the student's connection to the institution.

A whole era of my learning is ending, causing my reflections over this quarter to be tied with my reflections over the past two years. Indeed, this quarter I have experienced something of a climax to which the past two years have been building.

Outcomes were made visible through these self-assessments, but also they were gained without an interruption of educative processes. In fact, they strengthened the student's experience with education by making it more a part of their thinking.

None of this though compiles hard statistics to show the public or legislators. Gaining a look at outcomes by using numbers of course brings its own sets of hornets' nests. These are worth briefly looking at because of the way we used self-evaluations at SCCC to compile at least some numbers.

Gaining an evaluation of a course or faculty member through a check list is recurrent. It is a "quick" method which yields instant numbers. It also puts language in the mouth (or at least the brain) of the person filling out the check list, and assumes that person has the same understanding of the language and judgments in the list as those who write and compile the surveys.

Testing is the more traditional method of discovering what someone knows, though after someone graduates, surveys often take the place of tests. Curriculums organized around responses to testing usually show that students prepared for tests continually have trouble with things such as critical thinking, if they are tested on them along with fundamentals. While the students are preparing to take tests, they apparently are not doing much critical thinking.

Also, affective behavior, such as community involvement or perception of the values of others, is not easily tested. This is of course a standard argument against standardized testing, but what gives it new importance is the danger Pat Cross referred to in her keynote speech at the 1990 AAHE Conference in Washington D.C. In listing some of the possible pollutants in these new waters of Outcomes Assessment, she referred to the danger of dropping those important and desirable outcomes which cannot easily be immediately tested or placed on graphs.

The Faculty Coordinated Studies Evaluation Task Force wrestled with some of these same problems. The interdisciplinary programs at SCCC had been in place for over five years. We felt that some of the strengths of the program were gains by students in a sense of self and community, associations between new knowledge of ideas and experience, and attributes of becoming life-long learner. In order to evaluate whether these kinds of things were happening, we did not want an additional classroom task for students and faculty which would waste limited time for both in order to please an "outside" evaluator. Self-evaluations were already being used by most faculty in the CSP programs, along with a final conference with students. Therefore, we requested all faculty teaching in them to collect self-evaluations from students enrolled in the 11 CSP sections taught at SCCC during the Fall, 1989, and Winter, 1990, quarters.

A team of readers, faculty trained in what cues to look for, read the self-evaluations to determine how the students perceived their learning in the Coordinated Studies Program. The statistical results boiled down to statements such as: during the Fall, 1989, and Winter, 1990, quarters at Seattle Central Community College, 84.27% of the students whose self-evaluations were read described gains in a sense of self-esteem and community as a part of what they learned in the Coordinated Studies programs in which they were enrolled.

This study also linked with a discussion on campus over whether fundamentals could be taught in a coordinated studies setting. The self-evaluations provided us with students'

perceptions on whether they thought they gained in fundamentals in the programs.

These numbers were useful in their way and sources of discussion in themselves. However, more important was that the self-evaluations enabled faculty to develop a more clear picture of what students had or had not learned. Once again, the essays themselves allowed the students to examine the importance of their learning. One student wrote,

One of the most important points for me was the renewed idea of being pro-active - finding out what is going on in our community and world, then doing something to make a positive change. Educating people about the HIV virus is one of my favorite areas to harp on and I do. Last week I spoke to an old teacher about educating young students and together we are setting up a program. These things are exciting because I know I can make a difference in someone's life with what I have learned and they might just do the same for me or someone else.

Students' statements on their own learning contained what an educational "outcome" means to them.

After years in the navy this was a great way to return to a conventional or in this case non-conventional education environment....My priorities have shifted from a more selfish approach to life to one of more concern for those around me.

Of course many of the statements focussed on a more practical element of student learning, such as finding a thesis for an essay or improving one's grammar and sentence structure; but others showed the personal ways in which this kind of education worked for the student.

I now realize that alcohol has always been an issue in my personal life as well. I have now faced my own alcoholism and know that sobriety is the only answer. I have not yet confronted my mother about her alcoholism, but intend to do so.

The self-evaluations were seen by those in the task force as a beneficial process for students, a process which enriched the student's learning experience while also providing a description of the way in which those enrolled in Coordinated Studies Programs at Seattle Central Community College perceived the learning taking place in the programs.

Each of the uses of self-evaluation described above can be used to link them with portfolios. The use of a portfolio which will follow the student through his or her Academic career is an idea being put in place very rapidly in higher education. Estimates have run as high as over half the colleges are now working on putting using or beginning to use portfolios. Some

schools also have a capstone course in which the students write an evaluation of their education and describe their plans to use their learning. All reports on these courses have described students as wishing they had "done something like this before".

Courses with a focus on self-evaluation could provide both an introduction to students to begin a portfolio, and a place to create a capstone to finalize an Academic portfolio.

These portfolios containing self-evaluations could provide a window for assessment, even in terms of naming and compiling the outcomes. However, more important than naming and categorizing the outcomes is the discussion involving the self-evaluations themselves. We can spell out and name what we think the learning means, certainly an important task in higher education if we wish to control what occurs. However, it is the meaning the students are making of the learning which will finally "spell out" what the learning does, and using the process of students writing about their own learning will help us to understand that meaning.

The concept of students evaluating themselves often raises the argument that students are not equipped to evaluate what they have not yet learned. However, the questions a student will ask on a self-evaluation, and the student's own plans for his or her education, can reveal much more about their learning than reciting a date or fact. If we cannot ask our students what they know and rely on them to tell us, then whom can we ask? And if someone else is better equipped than the students to tell us what they learned, then isn't that a piece of curriculum in higher learning which is missing?

**APPENDIX B**  
**PROMPTS**

This appendix contains examples of questions and/or prompts which faculty in coordinated studies programs used when making the "self-evaluation" assignment. These are only a few examples and are not meant to be definitive. Rather, we felt the faculty should tailor these to suit the particular program.

General Questions for a self-evaluation in coordinated studies courses:

To Students: Think about the answers to these questions before you begin to write your evaluation. You may think of other things which are important. Make some notes and then write a short essay which you have prepared for by thinking about what you learned and how you changed this quarter.

1. What did you learn from the books that were read during this class? Do you often read books like these?

How did the class and seminar discussions help you learn more about the books? What role did you play in these discussions? did you listen carefully to other students' opinions? Did you come to seminar meetings prepared and did you take some responsibility for the discussion being interesting and useful?

2. What did you learn from doing the writing assignments in this course? How has your writing improved? What effect has doing these assignments had on your thinking? How did writing about the books help you understand and think about them? Did you revise the papers, making corrections in grammar and structure? Did you hand in the papers on time?

3. In this class we talked to each other and worked together on projects. What effect did this have on how and what you learned?

4. How has taking this class changed you? Was the class what you expected it to be when you signed up; did you learn what you expected to learn? If not, was what you learned instead worth learning?

## Part II

### QUESTIONS FOR A SELF-EVALUATION IN COORDINATED STUDIES

To Students: Part 2 of the Self Evaluation requires short answers. Please write in ink and bring both the essay and this sheet to your conference. Thank you.

1. What has been most challenging about learning in this Coordinated Studies Program?
2. What three or four positive things happened for you in this class?
3. What new information did you learn this quarter.
4. What have been your most successful experiences in this class?
5. Would you take another CSP?
6. Did the name of the class, the content, teachers influence you to take this class.
7. How would you help students come to school on time?
8. Other comments?
9. Look through your portfolio/folder and journal, etc. and be prepared to discuss your grade for this quarter. Bring the portfolio to your conference. See the sign-up sheet.



3. In this class we talked to each other and worked together in seminars and on projects. What effect did this have on how and what you learned?

4. How has taking this class changed you? Was the class what you expected it to be when you signed up for it? Did you learn what you expected to learn? If not, was what you learned instead worth learning?

THE FAR SIDE OF KNOWLEDGE - WINTER '90  
SEATTLE CENTRAL COMMUNITY COLLEGE

ASSESSMENT GUIDELINES

The following points are designed to guide you in writing self-assessments at mid-quarter. Consult your seminar papers, notes, calendar, rough drafts, and essays in order to find detailed material.

When you are ready to write the assessment, reflect and write upon the points below. If significant learning occurred which is not covered by these points, please write about that too.

POINTS FOR ASSESSMENT - Use detailed examples whenever possible.

- 1) Consider lectures and presentations, as well as your own reading in the texts. What did you learn from the books and presentations about the Medieval period, its people, politics, society, and literature? What did you learn about its role and impact on contemporary culture?
- 2) What did you learn about the plague in general and its relation to the Medieval period in particular?
- 3) What role did the seminar papers play for you? Did they help you to explore the texts and prepare for seminars?
- 4) What was your experience in terms of articulating a personal point of view and communicating your understanding of the reading material in seminar? Did you feel you grew in those competencies by regular participation in seminar? Give examples.
- 5) What did you learn from listening in seminar? Did you gain new ideas and/or perspectives? Give examples.
- 6) What other new perspectives have you gained while participating in the program?
- 7) What have you learned about writing? Consider the uses of analysis and interpretation which you will need for a research project during the second part of the quarter.

These are the points to address in your self-assessment. Treat it like a formal writing assignment in terms of going through brainstorming, rough draft and rewriting processes. Find time before turning it in to read it to a group of students for feedback and reactions. Make two copies of your self-assessment essay. Remember to demonstrate your ideas about your learning with examples.

APPENDIX C

This index contains the "Dimensions of Learning" chart developed by the Student and Institutional Outcomes Task Force, funded by Title III. It reads roughly from left to right, but progress through the chart by the student does not necessarily occur in a lineal manner.

CATEGORIES

DIMENSIONS

PREPARED FOR NEXT PHASE OF LIFE, WHETHER FURTHER EDUCATION, A PROFESSION, PERSONAL OR COMMUNITY LIFE

FUNDAMENTALS

- ENGLISH READING/WRITING
- COMPUTER LITERACY
- COMPUTATIONAL
- ORAL COMMUNICATION
- INFORMATION SEEKING/PROCESSING

EXPERTISE

- MASTERY OF DISCIPLINE/VOCATION
- ABLE TO MARKET MASTERY AREA

ORGANIZATIONAL ABILITIES

- ABLE TO WORK IN GROUPS
- ABLE TO NAVIGATE THE BUREAUCRACY
- ABLE TO ACCESS/CREATE SYSTEMS FOR SUPPORT

EDUCATED PERSON AND LIFE-LONG LEARNER

MULTI-CULTURAL LITERACY

- KNOWLEDGE OF IDEAS AND EXPERIENCES SHAPING HUMAN HISTORY
- ETHICS AND VALUES
- ESTHETIC AND CREATIVE EXPRESSION
- INTERDISCIPLINARY CONNECTION-MAKING

CRITICAL THINKING

- DEFINING PROBLEMS
- IDENTIFYING RELATIONSHIPS
- PROJECTING CONSEQUENCES OF ACTIONS
- REASONING, ANALYSIS, LOGIC
- DECISION-MAKING/PROBLEM-SOLVING
- CLASSIFYING, DISCRIMINATING, ORDERING
- CONCEPTUALIZING/ABSTRACTING
- COMBINING THEORY AND PRACTICE
- QUESTIONING
- CONSTRUCTING AN IDEA AND ADDING TO A BODY OF KNOWLEDGE
- LEARNING FROM EXPERIENCE: MISTAKES AND SUCCESSES

LIFE-LONG LEARNING

- FINDING PLEASURE IN LEARNING
- CURIOSITY ABOUT THE WORLD
- DISCOVERY
- SELF-REFLECTIVE
- LEARNING FROM MISTAKES: COMMITMENT TO RENEW ONESELF
- SATISFACTION WITH SCCC EXPERIENCE

INFORMED CITIZEN OF DIVERSE, INTERDEPENDENT, CHANGING WORLD

KNOWLEDGE OF DIVERSITY AND INTERDEPENDENCE

- KNOWLEDGE OF SYSTEMS
- USING CROSS-CULTURAL PERSPECTIVES

SOCIAL RESPONSIBILITY

- LITERACY: ENVIRONMENTAL, MEDIA, MULTICULTURAL, NUMERICAL, SCIENTIFIC, STATISTICAL
- AWARE OF CONNECTIONS: SELF AND WORLD
- COMMUNITY-BUILDING

SOCIAL INTERACTION

- FLEXIBILITY
- ABLE TO WORK COLLABORATIVELY WITHIN DIVERSITY
- ABLE TO EFFECT CHANGE
- SENSITIVITY/RESPECT FOR OTHERS
- VALUING LIFE EXPERIENCES AND DEVELOPMENT OF OTHERS
- ABLE TO GIVE/TAKE CRITICISM
- CAPABLE OF REARING NEXT GENERATION
- MANAGING CONFLICT
- EMPATHY AND TOLERANCE
- ACTIVE PARTICIPATION AND ENGAGEMENT

PERSONAL EMPOWERMENT AND INTERPERSONAL FACILITY

RESPONSIBLE ACTION

- RECOGNIZE AND ACT ON ONE'S CONVICTIONS/GOALS
- RECOGNIZE AND CRITIQUE ETHICAL ISSUES
- ABLE TO ARTICULATE GOALS/VALUES
- UNDERSTAND CONSEQUENCES OF ACTIONS
- PRESERVE INDIVIDUALITY WHILE WORKING FOR COMMON GOOD

SELF-ESTEEM

- RECOGNIZE STRENGTHS AND LIMITATIONS
- UNDERSTAND PERSONAL MOTIVATIONS
- PHYSICAL FITNESS AND WELLNESS
- SELF-CONFIDENCE
- MANAGING STRESS AND CHANGE
- RISK-TAKING

APPENDIX D

This appendix contains the score sheets which were used by the readers on the task force as they read the self-evaluation essays. The first sheet has the instructions and one score sheet. The other page is the more often used score sheet itself, printed two per page.

## SELF-EVALUATION PROJECT : CSP

Use this form to score whether or not the student has indicated that the following learning occurred in the Coordinated Studies Program about which they are writing in their self-assessments. Write the identification number of the essay in the space provided (Example: B2), then indicate with a check beside the main heading which, if any, of the words would describe the learning which occurred for that student. Some further or alternate description of each of the terms is given below the terms. IMPORTANT: If you find a specific example or examples of the learning included in the student's writing, write "EXAMPLE" beside that heading on this score sheet.

**\*\*HIGHLIGHTING\*\*** With a gold pen, directly on the copies of the students' essays you are reading, highlight sentences which you think are particularly effective in describing the student's learning in the program. In the margin, beside the highlighted segment(s), write the number from this form to identify which outcome the student is describing (1, 2, 3, or 4). If no number is applicable (see 0 for "Other" below), write 0 or highlight the sentence in red.

Student \_\_\_\_\_ (identification #) indicated the following learning had occurred in the CSP:

(1) \_\_\_\_\_ Gains in sense of self and community  
Self-esteem  
Team work

(2) \_\_\_\_\_ Knowledge of ideas & experience, associations between them  
New information and ideas  
Perceiving others' ideas

(3) \_\_\_\_\_ Becoming a life-long learner  
How to learn, & learning from mistakes  
Questioning attitude  
Exploring, curious attitude  
Critical thinking

(4) \_\_\_\_\_ Fundamentals  
Reading & writing  
Computational  
Keyboard

(0) \_\_\_\_\_ Other - a "splendid", an important statement by the student on learning which is not described in 1-4. HIGHLIGHT this and mark it "0", or highlight it in red rather than yellow.

## SELF-EVALUATION SCORE SHEET

Student \_\_\_\_\_ (identification #) indicated the following learning had occurred in the CSP:

- (1) \_\_\_\_\_ Gains in sense of self and community  
 Self-esteem  
 Team work
- (2) \_\_\_\_\_ Knowledge of ideas & experience, associations between them  
 New information and ideas  
 Perceiving others' ideas
- (3) \_\_\_\_\_ Becoming a life-long learner  
 How to learn & learning from mistakes  
 Questioning attitude  
 Exploring, curious attitude  
 Critical thinking
- (4) \_\_\_\_\_ Fundamentals  
 Reading & writing  
 Computational  
 Keyboard
- (0) \_\_\_\_\_ Other - a "splendid", an important statement by the student on learning which is not described in 1-4. HIGHLIGHT this and mark it "O", or highlight it in red rather than yellow.  
 -----\*\*\*-----

Student \_\_\_\_\_ (identification #) indicated the following learning had occurred in the CSP:

- (1) \_\_\_\_\_ Gains in sense of self and community  
 Self-esteem  
 Team work
- (2) \_\_\_\_\_ Knowledge of ideas & experience, associations between them  
 New information and ideas  
 Perceiving others' ideas
- (3) \_\_\_\_\_ Becoming a life-long learner  
 How to learn & learning from mistakes  
 Questioning attitude  
 Exploring, curious attitude  
 Critical thinking
- (4) \_\_\_\_\_ Fundamentals  
 Reading & writing  
 Computational  
 Keyboard

(O) \_\_\_\_\_ Other - a "splendid", an important statement by the student on learning which is not described in 1-4. HIGHLIGHT this and mark it "O", or highlight it in red rather than yellow.

**INTRODUCTION TO APPENDICES E, F, G, H, & I**

These appendices are in many ways the heart of this report. They contain the writing around which the report is centered, and they also contain some fascinating reading for anyone interested in what happens in a classroom.

The different outcomes, the categories under which the students' responses are grouped, are often debatable. They do overlap. That overlap is noted at times when a student's statement is seen as indicating two different outcomes. (At times, a comment may appear in these appendices more than once.) However, placing the views of learning in separate categories becomes the kind of discussion centered around teaching which eventually leads back to why instructors teach, and why they do the things they do.

**Excerpts from student comments****Carl Waluconiscomputer input by Paul Slusher**

## =====

**APPENDIX E****COMMENTS LABELED WITH A "1":**

Task force readers said students in these statements from their self-evaluations indicated the following learning had occurred:

**GAINS IN SENSE OF SELF AND COMMUNITY**

\*(ALSO NOTED WITH A 2) - "I learned not only about human behavior, but how to articulate my ideas better so that everyone (hopefully) could understand. This program left me with a better understanding of the world I live in and the people who populate it, and what I need to do to make it work."

\* "I have spent most of my energy in this class figuring out where my heart is as far as my education is concerned. I'm learning a lot about myself by doing this."

\* "My greater understanding of the world through this class will no doubt have a great effect on the way I perceive it in the future. This knowledge will also have a definite effect on the way I see our future and give me a better view on how to make the necessary changes to insure our future."

\* "The most positive thing in class or the thing I liked the best was definitely when I was Antigone in our reader's theater group. I really enjoy acting so I loved it quite naturally. Then everyone told me what a good job I did and that made me feel really good."

\* "I did most of the math when I was present but I think I was a lot better at helping people in my group."

\* "Though there were those of us who discussed more than others, I feel the group was still a success. I would have to say that seminars were my favorite part of the class."

\* "...In reading this book I was able to pick out a theme that no one else had noticed, that was very exciting to me."

\* "Again, we used a great way of learning: study groups. I have learned that study groups are extremely helpful to me."

\* "One of the most positive things that we did in class was working and talking together. This was wonderful I liked so much

communicating to people. Bobbie and Minnie made a very comfortable atmosphere for the students to communicate in. It is easier for me to get up and talk in front of a class or a camera than it was before. I also feel a little more at ease talking to someone I do not know."

\* "All my paper's were handed in on time. I found that writing a paper with a friend is very beneficial."

\* "...also when I didn't understand something I was able to get an understanding within the group. I was able to express myself and see if I was on the right track."

\* "I enjoyed talking and working with others I found it most helpful to get others opinions on math problems, especially the ones I could not figure out."

\* "Q.Did you make an effect to help others in your group? A. Yes"

\* "I did not know as much as I thought I did. Now I have developed a way of studying and thinking, that I didn't have when I first started school. I was amazed to find out that I am not as bad in English as I thought I was.... I don't even have such a phobia of taking it anymore."

\* "She (Minnie) still comes up with words that I have never heard uttered, but one day I think I will be able to converse with her on her level. I am all excited over math once again... I learned so much this quarter. I learned a lot about myself. I gained confidence in my self about returning to school."

\* "I guess my real pride and joy was to show up for class every day..."

\* "Our group worked very well together. We figured out each question and problem out together. I use to have a negative attitude towards math. Now that I know there is some hope for me in math, I respect it."

\* "Taking this class and my other class has made me feel very good about myself."

\* "I learned from sharing and giving that there is more than what's up front."

\* "I'm more perceptive to the feeling of people and I also leaned how serious college is."

\* "I feel so much better knowing that there are people just as confused as me."

- \* "I found myself growing after the one activity Bobby gave us about listening to others without speaking until after the person is finished speaking."
- \* "I asked for help when I needed it and tried to help others when they say they needed help."
- \* "One of the things I enjoyed most about the class was the group seminars and open class discussion forms."
- \* "The math groups helped me!"
- \* "I enjoyed working and talking with the other students. This helped me to not be afraid of "dumb questions", and I was able to learn from them."
- \* "In CSP 125, I learned to work closely with other students and I learned a lot from them...I'm prepared to go on to college level work now and I feel I'll do great because I had a lot of good hard and intense preparation."
- \* "I did help others in my group and they did help me."
- \* (ALSO NOTED WITH A 2) - "The novels also connected with my life situations and drew connections between me and my fellow classmates."
- \* "My anxiety about math has lessened."
- \* "A group setting provides other ideas, helpful problem solving skills, mutually understanding between you and other students and you realize that you are not alone."
- \* "I was able to see that I can offer good advise to other students and was able to help them. I saw myself in a new light. The classroom gave me confidence in myself and in my ideas and this growth will stay with me a lifetime. The most important positive attributes I received from the class was self-motivation and confidence, companionship of fellow students and being fortunate enough to receive two devoted instructors."
- \* "I didn't think I could handle college, but I found that I could."
- \* "I really enjoyed working with the class."
- \* "I learned to work well with others, and learned a lot from their ideas."
- \* "The projects really were great. It helped encourage team work

and determination. It taught me how to be responsible. It also helps bring people closer together."

\* "I got help from others and it was fun. It was easier to do the assignments when working in groups."

\* (ALSO NOTED WITH A 2) - "Discussion made it more easier and fun to learn. Listening to the students talk during discussions was very interesting."

\* "I enjoyed the intimacy of one classroom, one set of teachers. We all really got to know each other."

\* "I am ready and confident now to finish school."

\* "I really enjoyed the groups projects...I find it is possible to bring out the best in each other"

\* "I feel a lot more confident that I can continue my studies..."

\* "This class has given me the chance to feel confident about continuing."

\* "This class has opened my eyes to the prejudices that are within in and has helped me to overcome them by understanding many people of different races who have been oppressed."

\* (ALSO NOTED WITH A 2) - "Each book demonstrated some type of life struggle or obstacle each person had to overcome. I realize that I can overcome the struggles I'm having with my family and school assignments. I enjoyed the discussion because they helped me to understand things in the books I didn't understand when I was reading alone."

\* (ALSO NOTED WITH A 4) - "I feel I probably did better in math than English. When class started I hated math and now I really enjoy it...I enjoyed the communication that went on in class because when I didn't understand the teachers, I could understand another student."

\* "I listened carefully to others and asked questions to try to understand their ideas."

\* (ALSO NOTED WITH A 2) - "Working with one person who is on the same level as me I find helpful. Working in groups helped me to see new perspectives."

\* (ALSO NOTED WITH A 2) - "I was able to expand my mind openly with other classmates and I really enjoyed the seminar discussions."

- \* "I am starting to overcome my fear of talking in groups."
- \* (ALSO NOTED WITH A 2) - "...but I felt that I could speak my mind in the seminars. People read things and see things differently and I learned to listen to others."
- \* (ALSO NOTED WITH A 3) - I know I really need to work harder on my math and the math class has really changed me in that I approach math and math tests more bravely than I ever did."
- \* (ALSO NOTED WITH A 4) - "The different techniques that were used to explain the logic of mathematics were very helpful. I feel much more at ease with certain mathematics work."
- \* "If you were to grade Humanities based on how classmates respect other classmates I feel I deserve an A, because I respected everyone including Heather."
- \* "The Ornstein book had a large impact on me...to some degree changed the way I think about the world and myself."
- \* "My awareness of global issues has increased and so has my fears for the future."
- \* "The social atmosphere of this class is the one thing I will miss. It was wonderful being able to interact with such a wide range of individuals. This class has, however, made me realize the stupidity of humankind, and how vital it is to recognize society's vices so that there will be some hope for a humanistic reformation in the future."
- \* "This spoke messages that need to be heard and that there are many folks out there who live their lives on a single track without exercising their imagination and diversity of thought about peoples. Life is complex and diverse and rich but love is attainable and important as is acceptance of those who lead different lives but are so similar to us. I also really enjoyed New World - New Mind. This brought me to a new level of understanding about the world and it's inhabitants. A lot of who, when, why, where, hows, were answered to my relief about our culture."
- \* (ALSO LABELED WITH A 2) - "Ornstein was the main focus of my attention in psychology. The book just made me think. All I can think about lately is can I make a difference in this world. I want to be able to change it and make it better, but it seems too overwhelming. I have learned in this class that humans are very complex and that I have a lot more to learn to be able to deal with those complexities."

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- \* "The seminar sessions were a good atmosphere for encouraging self awareness, critiquing, and management. The process tends to strengthen individual esteem and leadership."
- \* "In class analysis and interpretations of texts was invaluable. Students and instructors working together to develop an understanding of the inner meaning to the writings helped me a lot."
- \* "This class gave many opportunities to relate, disagree, and help others in the class. I gained knowledge in the area of how different and individual each person is."
- \* "I have become much more comfortable in the environment of group discussion and expect over time to speak with greater ease."
- \* "These self-evaluations are extremely useful for me. It is a self-therapy that orients one to school, and school to one's own life."
- \* "I am a recluse. It has been quite beneficial to me to participate socially yet toward the end of the quarter I became more withdrawn. I have established outside relationships with some of the classmates."
- \* "I have developed a sense of responsibility for my education. For the most part I have been prepared for seminar. I have been an active participant in the seminar process...I have progressed in my critical thinking reading skills."
- \* "I have learned a lot from the other students. Learning together, as a community has been a great experience. Tolerance for others, and open mindedness towards opposing or new ideas has been extremely beneficial to me...the clarity and ability to act upon hopes and fears about the future of being human has been increased. I have a greater sense of what needs to be done for changes to be made."
- \* "I took responsibility for my learning to the best of my ability. I came to class with necessary materials and completed assignments. I attended class every day possible."
- \* "Seminar was a good arena to learn about the rest of the world's ideas and opinions. I am glad we had the opportunity to learn from one another in a non-judgmental setting."
- \* (ALSO NOTED WITH A 2) - "My interaction with all members of this learning has given me a better understanding of human behavior."
- \* "I have learned to express my fears and thoughts to the class

more than I ever have in high school or even to counselors. Especially my feelings towards our future."

\* "Find I am a lot more comfortable in the group than when I started. Have gained confidence. At first I wondered if I had a point of view and if I did was it okay to express it. I think I would be fairly competent facilitating groups in the future."

\* "When I came back to school I had doubts I could make it. Most of these are gone now."

\* "I'm not quite sure what that means but if it means synergy, yes I did learn to functions will with, and because of, working with others."

\* "I've learned a lot by working with others in class...with people who are so varied and different."

\* "I have more tolerance of people with different opinions, backgrounds, ages, and maturity levels."

\* "I have a better understanding of the world and am not as hopeless."

\* "Interacting in the smaller pods was easier for me than the large groups."

\* "I've put a great amount of effort into this course and gained some personal growth."

\* "I've found myself becoming more aware of human development and the world around us. I hope to apply some of my findings to daily life. The discussions about the reading topics, introduced me to some different social views."

\* "I hope to be able to better clarify my hopes and fears concerning the future."

\* "If I can make a difference somewhere, the whole journey will have been worth it."

\* "I did enjoy it. This class helped me to expand my mind, it helped me to grow as a person, and gave me a working knowledge of AIDS."

\* "I took this opportunity and volunteered for the needle exchange program. This is something I probably never would have done because I never had known enough about it."

\* "My research paper became a personal endeavor for me. The more I learned about pediatric AIDS the more personally involved I

became. The knowledge I got out of doing this type of research has been invaluable. I am planning to become actively involved in trying to initiate more services for infants with the HIV infection."

\* "I believe I have grown from these encounters with other classmates....it seemed to make me think harder and more in depth."

\* "I only recently found out just how deep I had jammed the issue of death into my own shadow, and now slowly I am attempting to break it down, examine it, and understand it's effect on how I view and live my life."

\* "...but the friendship and bonding that came about in group settings is unlike what occurs in the regular individualized studying and thinking. Most importantly, this pertains to our seminar group which I am so happy I was placed in."

\* "I realize it is not wrong to take a detour and do whatever I feel is necessary. The wide variety of ages and life experiences really added to our seminar group."

\* "Confronting the issues surrounding AIDS has forced me to confront my own lack of compassion and sense of superiority."

\* "Being able to share those experiences was good. It is hard to deal with those feelings alone but having the support of the group made that easier."

\* "At first I was slightly intimidated due to the fact that many of the people in my seminar were a lot older than me, and extremely outspoken. This was only a small hurdle however, and soon it enhanced the seminar process, by making me form my ideas more clearly. It also prompted me to be stronger in my assertions and to articulate my ideas in a more well thought out manner."

\* "I have felt a shift during the last three months, not particularly a linear one from one point to another, but as if I am on a cycle which has further evolved. This is a holistic cycle, I cannot distinguish my academic learning from my emotional growth."

\* (ALSO NOTED WITH A 2) - "I feel responsible in educating people in my life about AIDS. I gave my little sister condoms, and send them in my letters to friends. I'm telling my sister about AIDS in the hopes that she will pass the information on to her fifteen year old friends. What Winnie and Victor had to say about racism and prejudice began my reassessment of my own beliefs and values. I find myself monitoring my thoughts more and questioning myself when I make judgments based on stereotypes."

\* "I have already written a letter to my senator, sent for ACT-UP's newsletter, and Philip and I have talked about going on some ACT-UP meetings. I have switched from wanting to change to being ready to make change happen. This change is also occurring on an emotional level. I feel more comfortable with who I am in a school setting. I care less about what people think of me or my ideas. I find myself initiating conversations more, being more intimate with classmates and simply not caring if I am rejected or misunderstood."

\* "Going back to the Jung lecture given by John, I have to say that I am now planning on reading more about him (Jung) and his theories. The lecture made me think about the things that I keep locked up in my bag and those of the people around me. I feel as if I have grown a lot; emotionally and maybe even spiritually...meaning the way I deal with others and the way they deal with me."

\* "A self-assessment raises many questions, but for me, it means to take a step away from myself to understand myself more fully."

\* "I have become friends with many people from our class who will be able to assist me to further in my understanding. The most important aspect of this class for me was what I can do now to help. I have spoken earlier of my consciousness and my duty to inform, but I think that Carol from seminar said it best, 'Now we must all take what we have learned and become the teachers in society.'"

\* "Seminar brought new perspectives to me. I had a hard time coming to grips with my own hypocrisy..."

\* "I feel better about my articulation of ideas, due to regular participation. On our last day in seminar, I remembered the strangers I looked at with nervousness a few months ago, and now I saw friends."

\* "It has been a successful means of being taught and this quarter, as especially successful new means of learning. There are several other students in this class who are friends of mine. We decided to take this course together and it has made going to school a social as well as intellectual activity, in addition to strengthening my relationship with my brother. Old friends and new acquaintances have made me feel like a real part of a community. It has been very important for me to go through this reassimilation process...I was very insecure about myself and my own ideas; today I am more comfortable with them. The varied mixture of student ages, backgrounds and interests seem to have contributed to the open acceptance of me, the validity of my point of view, and the questions I am interested in having answered. This has made me

feel more assured about myself and the world as I perceive it. I consider myself to be in a state of transformation and this course has been an excellent vehicle for reaching new insights and connecting them with my life."

\* "I feel like an active participant in life, no longer at the mercy of fate. The fixed view of the world I previously held has changed....and school has been a potent force."

\* "We are in the midst of some sort of tremendous change in society. Gears are shifting. Our world seems poised for some radical re-adjustment. I believe it may well be a very positive one."

\* "My biggest achievement in this class was being able to tap into my unconscious. This class affected me deeply... I got to deal with my sub-conscious in the dream state as my indicator of development. I have had the most intense dreams that I have to sit down to analyze and have come to understand the meaning of. This class has enabled me to take the strong symbolism and understand the meaning of them in the context of my life."

\* "It is scary and possibly lonely to give up what is familiar, yet I feel as though I am stagnating and losing personal meaning if I resist. So a compromise of sorts results, and what follows is an attempt to chronicle what I feel has been the beginning of a major personal paradigm shift."

\* "As I accepted my ignorance this quarter, I accepted both my mortality and my social responsibility. I accepted the fact that I am not just an individual, but a part of a bigger whole and that my purpose and state of being are very much intertwined with this notion."

\* "This kind of thinking can serve as a metaphor for life in that if we can't narrow and define our goals and desires we probably can't meet them, since if the goal is vague we won't be able to tell if we have reached it...Just the writing part, like the content part, of the course has also changed my perceptions and perhaps my life."

\* "One of the most important points for me was the renewed idea of being pro-active. Finding out what is going on in our community and world, then doing some thing to make a positive change...these things are exciting because I know I can make a difference in someone's life with what I have learned and they might just do the same for me or someone else."

\* "The feeling I will remember from the people in this seminar is hope. Talking with all of you gives me hope for the future of

being human."

\* "The most important for me has been inner learning through these subjects. Learning who I am and what I think of the information being presented to me."

\* "I realize that my life has changed already because of it. Not only have I learned it, I've integrated it into my being."

\* "I learned that when I listen and follow my inner-guide, life is more full and mine for the experiencing...This quarter has been real learning experience for me. Not so much as academic learning, but instead continued self-examination and personal growth."

\* "The class was a series of surprises for me...I learned things differently than I imagined, and made some personally important decisions about my life as a result of that learning process...It is my culture, my society and I'm responsible for acting upon what I think needs to be changed."

\* "The other aspects learned in this class was the comraderie with fellow students. The seminars were special because the group became close to meet each others needs. The class had psychology but a lot more was involved than just learning about psychology. We were psychology; a lot of people opened up their pasts so the examples could give better insight to what we were discovering. I feel that in any other class, this would not have happened."

\* "I have a feeling of self-confidence coming out of this quarter..."

\* (ALSO NOTED WITH A 3) - "Today I am more confident because I know a little more of what was expected of me. Academically that is. But what I know more than anything else is that I'm the one putting on the pressure. It is only me that make me study and won't settle for mediocrity."

\* "Now it's the end of the quarter, I am here writing this essay. I have changed, I have learned new study techniques, formed friendships, and I know so much more than in September. I plan ahead, express myself more in groups, and in class as well. I have grown intellectually, pushing myself to learn, I have a real desire to know more...The friendships that we formed here may not have happened in a single one hour class. We became a sort of "team" helping each other working together meant more than just learning alone. That is probable the most important thing I see."

\* (ALSO NOTED WITH A 3) - "When I walked into this classroom on September 25, 1989, I expected to treat school, and the accompanying "stress", the same way I had treated it four years

ago, but I didn't. I have grown so drastically, and improved myself so much, that I don't even have to try to "manage" the stress school brings about because I perceive it differently."

\* "My self-esteem has grown while taking this class. Having more confidence about my abilities to perform the tasks involved. Where as before I was unsure of my abilities."

\* "Completing this class helped break down old ideas of failure and began a foundation of successes."

\* "At the start of the quarter I held a passive, "other guy" attitude towards AIDS, but this is no more; I've dispelled ignorance regarding: transmission/contraction characteristics that founded and maintained my wariness of high risk individuals..."

\* "I have received new insights into the gay communities (reducing my "homophobia" to almost nil)...and I'm refreshed by the interaction with persons outside and above my age group who don't use the age difference as a vehicle to dominance, which could have easily happened in our class."

\* "I was most interested in the speakers from POCANN because they gave me the most to think about in terms of my own prejudices and racism."

\* "I have improved though I've spoken up more in this class in 12 weeks then I've spoken my whole year."

\* "The influences I think will be in the areas of social skills...I think I went away from the class with more patience for people. I feel as if I will be able to relax in groups more now that I have participated in several stages of the group process."

\* "One of the major lessons I have learned is perseverance...Objectivity is the other lesson that I learned over the past 11 weeks...CSP is a very powerful experience that all should encounter once in their lives. There is a feeling of unity within the class. Students support each other which is often lacking in a regular class. We all seemed to push or pull each other through things that we don't understand or needed help in."

\* "Never before has one individual class had such an impact on my life. Not only was my perspective regarding science changed over the course of the quarter, my entire perspective regarding the world we live in was changed."

\* "I've been struggling to let go of my perfectionism and just let myself be human. This course was great in that I didn't feel pressured to "get the grade" so I tried to loosen up a little...The

interaction I had with others in this course was one of the greatest benefits for me. It's hard for me to relate to people in a learning situation without trying to dominate and show them how it should be done. Or else, going to the other extreme, I feel insecure and don't want to talk. This quarter I took great steps in overcoming these problems."

\* "For one thing I've realized how small I am in the scheme of things, but also that I can have an impact. I plan to get involved in environmental action, civil rights movements, and other activities, as well as trying to live the principles that I preach. I'm tired of standing back and talking about how bad things are without trying to change them."

\* "I felt much more comfortable about myself and my ideas in such an open forum."

\* (ALSO NOTED WITH A 3) - "To see the world around me and recognize patterns and behaviors discussed in class has made all the difference to me."

\* (ALSO NOTED WITH A 3) - "I now think that the world holds a lot more possibilities for me than I previously would have considered. I also feel more confident in my ability to pursue them and in my way of being in this world."

\* "I know that I am not doomed to being a math ninny forever, there is hope, I am capable, which is news to me."

\* "I guess I was outgoing and had quite a few things to say, maybe sometimes too much. I felt that I was a big contribution in that I feel that I always had something to say."

\* "I have for the most part, become more confident that I actually have ideas worth writing about and that I can learn to articulate them clearly through practice."

\* "I feel that I did take some responsibility in keeping the discussion useful and interesting."

\* "I found the most helpful aspect of group math was my chance to help other people which in turn helped me out. I found that helping other people was the best way for me to learn the concepts myself."

\* "...intense companionship and a good feeling of working with a group."

\* "I have a global awareness that influences much of what I do these days."

\* "Working in a group was a positive experience for me. I lost much of the intimidation I had felt when I entered the class because I found there were other who were just as overwhelmed as I."

\* "The paper I felt, have helped my thinking and writing, as all writing does."

\* "This entire quarter for me has been an excruciating battle with depression. But it has not been a total loss. I learned a lot about people more than anything else."

\* (ALSO NOTED WITH A 2) - "...but I don't feel as if I even have potential for making enemies anymore, everyone I meet or see has something beneficial to offer, and it's up to me to be receptive and to offer something in return."

\* "At any rate, I must say that I feel like a new person, and more, a better person."

\* "...but for the changes I have made to make me a better person overall."

\* "I am able to truthfully say that I'm proud of myself. My first quarter of full time school behind me as well as a lot of the apprehension I felt. My mind has been challenged in this class and it's good to know my brain could take it and not go into overload."

\* "I learned that I could understand many of the concepts and actually have something to say about them."

\* "It seems I've gained a lot more trust and confidence in myself among a large group of people."

\* "I'm proud of the fact that I'm back in school. I feel like I've put forth an honest effort this quarter...If I learned something crucial this quarter it's going to be about myself."

\* "I have a hard time getting my thought together at the same time every week, but I think I might finally have the hang of it."

\* "The most crucial thing I learned this quarter is that i'm smarter than I think I am. I think that sometimes I don't try, because I think that I will fail."

\* "At first in class I was shy and even terrified to speak, but gradually I spoke more and a few times I saw the discussion go on from my initiation."

\* "... and I was able to express myself without fear of being shot down. I see the difference between people as an asset rather than

a liability."

\* "I feel confident that I have some intelligence I was unaware of before, and I have the right to have and share opinions today. Before this course, I was only looking at what I couldn't do. Now I have a hard time trying to decide what not to do!"

\* "Seminar was probably the most influential and helpful."

\* "I found that people will actually believe what I have to say if I do this. I not only have better things to say now, but I also have more confidence to say these things in a large group. With this new confidence, I think that I contributed some very intelligent thoughts to my seminar group. Seminar has definitely helped me to start breaking away from my shyness."

\* (ALSO NOTED WITH A 2) - "I've learned one thing this quarter that can't be graded and wasn't required. I've always told myself that everyone should be accepted for who they are, not for what I think of them."

\* "I was slower in contributing in seminar than some but as my confidence grew with the group and the format I feel I did offer a few ideas to think about."

\* "I felt that they were exciting because they challenged me to start thinking outside of my everyday existence."

\* (ALSO NOTED WITH A 2) - "The whole approach of allowing people to share what their perspectives are is the best way for me to really see a subject or a problem."

\* "Never before have I been involved in such a community learning atmosphere."

\* "...but with this course I felt an obligation to myself to see it through."

\* "The structure emphasized that fact that school is for everybody and not just individuals with better learning abilities...The coordinated Studies Program teaches community and trust and creates the vision of unified education."

\* "The texts chosen for this course I believe more than covered the chosen area of study."

\* "I am an individual learner; I work better on subjects such as math when I am by myself and do not have to wait for others to catch up."

- \* "The class made me feel very grateful that I was raised in a spiritual culture. It has validated my commitment to my way of life."
- \* "...the most beneficial aspect of the course was the seminar groups...The seminar classes provided the greatest potential for learning about differing points of view, and as such, I believe they were indispensable to the course. What better method can be found to learn the various philosophical theories than simply listening to the opinions and rationalizations of those around us."
- \* "The seminars taught me to listen carefully and critically."
- \* "...For this I must share some responsibility - better direction would have led to more useful conclusions."
- \* "I learned a good deal from other people's viewpoints."
- \* "The seminar discussions were a delightful and vital part of class...the seminar discussion often clarified the information for me, adding to my understanding and expanding my point of view. Listening to the opinions and conclusions of others is an essential part of the learning process...My patience and listening skills improved as a result...But now I am more capable of communicating my own ideas, principles, values, theories, through writing, and verbally. I did not revise any of my papers, as they basically stood well as they were."
- \* "Our team projects were a lot of fun...Getting together outside of school to work on the paper and the presentation was pleasurable; each group member participated equally and sincerely."
- \* "I am glad I got the chance to read something completely different than what I'm used to."
- \* "Seminar discussions are a great tool for learning, as one is able to hear the ideas of others and then reformulate one's own opinions based on the additional information."
- \* "...so often I did not focus enough on the material. Overall, I really enjoyed seminar and learned a great deal."
- \* "The final essay required me to learn to write and work with others, and my group was great."
- \* "Seminar practiced my skill of thinking quickly and thoroughly. listening to other opinions is one of the most beneficial parts of seminar. I often asked people how they interpreted the material...it is very important to get as much input as possible when trying to create moral theories that ideally work for everyone."

- \* "Interacting with other individuals always enhances my learning process. I enjoy working in groups much more than individually."
- \* "I now feel I could have a successful conversation with anyone."
- \* "From this a better understanding of why I do certain things and how I feel about them was gained. Working in groups was also fun."
- \* (ALSO NOTED WITH A 2) - "The best thing about the books though were the seminars that we had about the books. The seminars allowed me to get other peoples opinions and find out what about the book interested them."
- \* "...and getting top grade rally gave me self-confidence."
- \* "I found that I had no problems whatsoever working with my group and I really learned a lot about the subject that we wrote about..."
- \* "There was definite progression of learning that unfolded as you went from one assignment to the next....The class format with it's open discussion seminars and group projects allows an individual to open up and expand his or her own way of thinking. A class like this helps to make the heavy work load more interesting and less routine. There is an energy when you unify different people's efforts."
- \* (ALSO NOTED WITH 0) - "I loved the opportunity to work closely with so many different types of people from different backgrounds and age groups."
- \* "Upon the completion of our readings we discussed the implications of what was read in book seminars. This helped me to understand what was read and brought up some things which I may have overlooked initially. It also allowed me to gain a perspective of my classmate's viewpoints and opinions upon the subjects discussed in the readings."
- \* "Working in groups can have a positive influence upon your writing abilities but it did nothing for mine."
- \* (ALSO NOTED WITH A 3) - "It has also increased my awareness of the atrocities performed by mankind and has given rise to a desire to lend my support to the elimination of them."
- \* (ALSO NOTED WITH A 4) - "Book seminars can indeed help you to learn more about what you have read."
- \* "Working in groups can indeed be very helpful in that you get other's perspectives and views on issues as well as new ideas."

\* (ALSO NOTED WITH A 2) - "I looked forward to class and seminar discussions. The ethics lectures were very helpful in translating some of the text readings into understandable english...The seminars showed the variety of people's minds; everyone has slightly different insights and thought processes. The seminars went astray on occasion, but generally I found them productive, even in frustratingly inconclusive."

\* "The interaction level with other students was far greater than any other college course I've had and was highly beneficial."

\* (ALSO NOTED WITH A 2) - "With the help of the other members of the class in the seminars I was able to catch a lot of things in the book that I might not have gotten otherwise. I talked fairly often bouncing my ideas off the other students. In this way seminars are very good, they are very helpful in solidifying my ideas."

\* (ALSO NOTED WITH A 2) - "...But those disadvantages were outweighed by the advantage of having three people to bounce ideas off. The class work on our group these was also helpful in creating a good foundation to build our paper on."

\* (ALSO NOTED WITH A 2) - "The seminar discussions let me see things that were in the books, but not visible to me. They overall let me get my thoughts straight."

\* "There are serious benefits to group learning."

\* "Many times thinking I understood the book completely, someone would speak of an idea they had gotten from the book that had totally passed me by."

\* (ALSO NOTED WITH A 2) - "The seminar allows you to see what others think while individual learning enables you to form your own opinion without the bias of others."

\* "I felt much more comfortable about myself and my ideas in such an open forum."

\* (ALSO NOTED WITH A 2) - "Talking about the books in seminar brought the concepts to life. I was able to hear other opinions and ideas and loved every minute of it. New ideas, that I may never have come up with on my own, came up in seminar. We got to learn from everyone's life experience not just our own."

\* (ALSO NOTED WITH A 2) - "Seminar really helped me to gain a better understanding of the material by clarifying ideas and by providing a forum to share thoughts and ideas. I listened really well most of the time."

- \* "I finds the stimulation of group interaction to be strongly beneficial to gaining a better understanding of information."
- \* "I also feel more confident in my ability to pursue them and in my way of being in this world."
- \* (ALSO NOTED WITH A 3) - "I am more at peace with math than i was before."
- \* (ALSO NOTED WITH A 2) - "Seminar was wonderful, it provided a forum for discussing ideas which I didn't always feel complete in my understanding of, and also helped to synthesize ideas and make connections between material."
- \* (ALSO NOTED WITH A 2) - "Seminar helped me understand the material."
- \* (ALSO NOTED WITH A 2) - "The group approach to learning really helped me."
- \* "Class and seminar helped me digest the information presented in the books as well as broadening my viewpoint. I really felt our seminar was productive and very enjoyable."
- \* (ALSO NOTED WITH A 2) - "Seminar discussion was informative and good."
- \* "The math groups were helpful as long as they were functioning and the writing groups didn't do me much good that I can see...when discussing ideas no one was really able to give me constructive criticism because they were all too nice."
- \* "I found my own views being challenged and affirmed."
- \* "...when I began this class my own sense of self-worth was very low and the respect and consideration shown me by may classmates was significant to me in regaining that and I'm very appreciative of them for it."
- \* "The ultimate test is when I try to explain it to someone else, and this class had given me ample opportunity to do that."
- \* "...I am able to truthfully say that I'm proud of myself...I learned that I could understand many of the concepts and actually have something to say about them. It was nice to explore science with people who were not all science buffs or chemistry whizzes. I enjoyed sharing my excitement with others and it was very interesting to listen to their opinions and ideas...I was often very thoughtful by the end of the day, deciphering my own opinions after listening to everyone else."

\* "The things I did best on were the problems we worked on in our math groups. It really helped me for someone to be able to explain it to me one on one."

\* (ALSO NOTED WITH A 2) - "It seems I've gained a lot more trust and confidence in myself among a large group of people. Our seminar ended up meaning a lot to me. I looked forward to it because I like sharing ideas with all these people. I felt like I really got to know everyone."

\* "I have found that reading is not as boring as I have thought for a long time. Reading books like these showed that scientific concepts can be made relatively simple through the efforts of good writers."

\* "Because I came to seminar, usually well-prepared, I was able to learn more from the books."

\* "I don't think I played the most active role in seminar. For the most part I was receptive to others."

\* "The seminar gradually helped me to involve myself in learning."

\* "I feel now I can be competitive among other students, and that was at first a worry of mine. My level of consciousness has changed and improved."

\* (ALSO NOTED WITH A 3) - "I have definitely left my intimidation of science behind; in fact I am actually looking forward to having an opportunity to try my hand at doing some science in the future."

\* (ALSO NOTED WITH A 2) - "Seminar on the books and writing about them really enhanced my understanding of the material."

\* "In seminar I was able to metabolize all of the texts by asking a lot of questions, and giving input to questions that others had."

\* "The group discussion was the essential element of my learning what I learned."

\* (ALSO NOTED WITH A 2) - "Seminars expanded my understanding a great deal...The Moonstones was a good example of this. I made a few connections to course material until we seminareed about the book and this stimulated my own thoughts. I gained great deal and hope that some of my connections did the same for others."

\* (ALSO NOTED WITH 2) - "I think that seminar did two things for me. It honed my debating skills, and gave me at least some insight into which aspects of my social skills needed some work."

\* "Group and individual learning. I thought that both were useful."

\* "In other areas though the group process really helped to solidify ideas that I had about the reading material. It's not as if I learned anything new from the group, but I was able to sort out things I had been thinking about. Most of my learning came from the one on one discussions after the seminars."

\* "Collaboration is a great idea and has had a drastic effect on what and how I've learned. Opposite or similar styles compliment each other in a collaboration and create a cohesive and undefined effort. Collaboration on projects had another benevolent effect on the people who participate. It has displayed the rudimentary aspects of pluralism. It has exhibited the importance of "give and take", "push and pull theory"."

\* "This class has changed my perspective on EuroAmericans. It has increased my respect to all people of color. The saying 'the truth shall set you free', 'tis true. For me, I feel free to see myself with love and respect and not to be intimidated by whites. This class taught me things my heart had been aching to learn for years."

\* "This class made me think more about who I really am. It taught me to respect other cultures besides my own and think with an open mind."

\* "I firmly believe that I learned more from the discussions and listening to other classmates opinions/views on the books than I did from the books themselves. At times, books can be inhuman, or not pertinent to the times, but through the discussions I was able to form a clearer picture and a better understanding of many very important subjects and problems that are very pertinent to the class and society today. I came to the seminars prepared in the sense that I was ready to actively discuss and had many important topics/subjects that I felt I would be unable to justly clarify by myself."

\* (ALSO NOTED WITH A 0) - "With the help of this class, from the readings, to the class and seminar discussions, to the potluck, I was able grow as a person, and form a better understanding and appreciation of the different and diverse cultures that make up the United States and our society today. I was enlightened with exposure to much of what is usually slightly touched on, it not ignored completely, in most of our public schools and society in general. When I enrolled in this class, I wasn't really sure what to expect, by what I encountered was something that I would not have even considered. At first I was shocked and taken aback, but as the quarter progressed I realized that through my frustration, I was being 'culturized', and all that frustration was part of that process. Many of the subjects were hard to digest, but that comes from educated in a primarily white society. It's very hard for me

to say I learned anything in this class, though I'm a far better person now than I was three months ago, because I don't think I have even begun to scratch the surface of what is a very important and for too long overlooked and suppressed subject."

\* (ALSO NOTED WITH A 2) - "The information that I learned can't be measured, I feel, by grades on quizzes and papers. But it can be measured by the mind expansion of feelings, thoughts, and concepts I have personally experienced."

\* "Getting together with others is what made this class great. How to interact was practiced and many new friends were made. Study groups, after school conversations, and projects like the 'Blues For Mr. Charlie' reading, are where the cross-cultural connections took place. It gave me different opinions to think about and compare to my own."

\* "I think that talking in class and working together on projects was very valuable. I'm talking to students and working with them. A sense of sharing and community was developed."

\* (ALSO NOTED WITH A 3) - "Working together with all types of people helped me to see that when people work together, no matter what color skin they are, you can create many ideas and solve a lot of problems."

\* "My most successful experience was to be able to really express how I felt when I presented my project about the eclipse."

\* "Working on projects as a class helped bring the class together and gave it a feeling of community. Working on a project as a class gave the project a multi-cultural theme because everyone contributed their own ideas and creativity. When the project was finished I had pride in what I added to it. The class projects showed the wide range of opinions, background and ideas that exist within the class. Taking this class has taught me a lot about the contributions of other cultures to Western Culture which are often overlooked."

\* "My writing has improved and now I have better writing skills. It has made my vocabulary and social skills improve."

\* "It gave me a positive attitude towards getting back to school."

\* "In this class we read many books that have helped me show who I am and what I want in life."

\* "I have learned discipline from this class. My study habits have changed dramatically."

\* "This had matured me because of the difference of ages in the class and I have become more aware of my body and mind."

\* "I had to learn very quickly how to become focused and apply myself to a certain situation."

\* "The atmosphere is wonderful...the entire class became a lot closer than I imagined."

\* "I learned that it is alright to open myself up to criticism when presenting certain ideas, and that people tend to be more accepting than I think they will be."

\* "I feel more confident with myself in everyday conversations now."

\* "It also made me aware that it is alright to express your feelings and opinions."

\* "This was a way to open my eyes and see what is really happening out there."

\* (ALSO NOTED WITH A 0) - "We all learned together from each other, students and teachers."

\* "After discussing a topic in a seminar group, I felt I understood it better than I did after just reading it."

\* "I actually feel rather good about my overall performance."

\* "Teamwork - being open minded, and careful to listen to others input made it easier to learn."

\* "By talking I could develop a feel for some of the ideas that gave me trouble when I first read them."

\* "I learned that I'm a lot more involved in what is happening around me than I had suspected."

\* "I don't usually read this material but now I don't think it would be hard for me to start reading this material."

\* "I spoke up more when something or someone does something to hurt or damage the environment."

\* "I started thinking about how important it is for society to take care of one another."

\* "I'm generally a reserved person who does not like to talk in front of the class, but in a group setting, I feel at ease and I let my ideas flow."

- \* "Group projects also taught me to stand up for myself."
- \* "I listened more readily to what other students had to say than I did the teachers...If there were issues that I didn't understand, they came clear in the group."
- \* "After discussing a topic in a seminar group, I felt I understood it better than I did after just reading it."
- \* (ALSO NOTED BY A 0) - "We all learned together from each other, student and teachers."
- \* "We need to think as one giant organism."
- \* "Seminar was a new experience for me. I thought it was entertaining (particularly conducive to learning) and enjoyed sharing ideas about books, or written material...I know when I did my lecture, I felt pretty good about it. Then upon receiving a grade after the lecture I started wondering what sort of criteria I was being graded on."
- \* "These seminars were helpful to me in getting to know my fellow video students on a more personal level."
- \* "I didn't need to use the substitute words at all...the experience went well. In fact, once I was finished, I wanted to give the whole lecture over again. This one event in my process of overcoming was worth more to me than the whole program in terms of growth."
- \* "...but allowed and assured that everyone would have their turn. In the past, most lapses in conversation became a signal to me to add my thoughts, pertinent or otherwise. Within this structured period, I found myself not only holding a thought, by finding that my mind changed with the introduction of other thoughts. This is not to say that I feel I am a bad listener, by that these seminars helped me be a better one. This improvement has also made an impact on my personal life."
- \* "The half hour lecture, I found, to be highly intriguing and fulfillingly challenging. It gave each student a chance to compile their own knowledge and creativity with research and a chance to understand the pressures of presenting oneself in front of a crowd. It gave me a chance to battle that fear, and reach out to others as a whole."
- \* "I learned a lot from the student presentation., It was interesting to be lectured by my classmates and I feel I know each one a little better seeing how they reacted to the situation."

\* "We also, as a part of our being human, consistently feel that the feelings we have and the thoughts we think are unique to our individual selves, yet through the readings it should have been more than obvious that our concerns have belonged to others and will pass on to others, just as they always have before."

\* "In seminar, I often thought about how the majority of the group was my son's age and the fact that I have not been in close communication for many years with him, made it even more of an eye-opener to hear what the concerns and opinions of his generation really are."

\* "It truly goes against the grain of the way in which I was raised. Only in more recent times has the Asian acknowledged their role in the scheme of things, especially in this country. I have been taught by my culture to contain emotion and never to let 'barbarians' know what I was really thinking. Well, I am now following my path towards the understanding that I truly have similar aspirations, fear, and goals as any one of us this earth does."

\* (ALSO NOTED WITH A 4) - "Seminar response papers aided me both in reading, and participation in the discussions. I read more openly and between the lines in search of questions or statements significant to me, that I could bring up in seminar. In the group, my ability to interact improved markedly."

\* "Ever since that day I haven't been able to talk in front of large groups...During the seminar I would catch myself before I blurted out my point of view or I would contain myself from saying something. Another thing that I discovered about myself was that whenever I get close to something good I always back away...For some reason I am afraid to succeed. I know that I have potential and I have yet to reach it. This is what I will bring out of this CSP class and I will work to improve on my faults. I have learned that writing has to be felt in order to write something good."

\* "I can't believe how much I learned through my own research."

\* "Because communication starts and ends with individuals, the background of the individuals involved must always be taken into consideration. What know what affects both what we learn and how we teach; this has become evident in seminar."

\* (ALSO NOTED WITH A 2) - "...it instills a certain consciousness about one's own sexuality and others' sexuality as well."

\* "I alluded to this view in my research paper - that we all have different interests and experiences, and that every individual can apply these to life and work. Henceforth, I will not argue that

working for a clean environment or education reform are more pressing issues than dealing with the AIDS epidemic."

\* "I could almost sympathize with him when he spoke of his father and how it took so long for the 20 year Naval Veteran to accept his son's plight. My father is a 24 year Marine Veteran and I'm his so-called 'hippie son'."

\* (ALSO NOTED WITH A 0) - "It was strange at first because I couldn't get a grasp on what you wanted. Finally I decided that what was important was what I thought - not what I thought you wanted for me to think."

\* "It seemed as if only fifteen of us were left, sitting in a warped oval within the confines of a room which had become a much friendlier place since last January. I had witnessed Jiff speaking metaphorically; Shelly being concrete and stubborn; Terry explain condom sizes throughout the world; and Janet discussing her free spirited youth - not to mention her insightful views on the heated issue of...yes, sexism. Usually social viruses, a puff of thick, black, greasy smoke and ash would find it's way out of the ovens in the basement of Bonney Watsons - and into our drinking water, only about twenty feet down wind. And as the quarter grew shorter, our circle became more understanding. This is where I felt the most comfort; this is where I grew the most."

\* "I worked the whole quarter on expressing myself well and I feel I have made progress."

\* "Know that the class is over and I have accurate information on the situation of AIDS as an epidemic, I carry some responsibility of passing it on to my friends and family at the least."

\* "I was most interested in the speakers from POCANN because they gave me the most to think about in terms of my own prejudices and racism. I got to look at some of my shadows that have been formulated from pieces or exaggerated information from times long forgotten and bagged."

\* "The other presentation which affected me was the couple from POCANN. I have heard the issues around racism again and again, and I struggle with my own issues around prejudice, but somehow I couldn't get the bigger picture. I saw all my very 'politically correct' friends as really obsessive about not using any racist or sexist language, and often felt like they were missing the point."

\* "I am sure that I will continue to struggle to find a way to be in society and culture I am a part of. It has been a challenge to be in such a large group, but a worthwhile one. I can only hope that my own anger and frustrations weren't too disrupting of the

group. Then again, if it was, that's OK too."

\* "I found the class on the whole to be rather well informed. We seemed to assimilate our materials without involving ourselves in an immature way. The tension which was created was mental not personal or emotional."

\* (ALSO NOTED WITH A 2) - "I love seminar; to me, seminar is by far the most valuable part of this kind of class. I learn not only how to articulate my own thoughts, by gain insight into a variety of viewpoints. I also think that the humanization of the faculty that occurs in these groups is an invaluable facet of this type of course. I find that the real learning begins when the teacher becomes a student and the students become teachers. Manifest authority cripples the learning process."

\* "People that I've met in this class have had a tremendous influence on my thinking. I have had the opportunity to pick brains, explore other peoples thought and feeling, and share my own. This class provided a great opportunity for personal growth, which I feel I have taken advantage of."

\* "This class sure has worked its way into the fabric of my life. Or actually its just brought out things in me and other people which were already there, but we never knew how to talk about them amongst ourselves until we had the class in common."

\* "Besides becoming a more knowledgeable citizen as a result of the biology lectures, it absolutely erased my personal fears and confirmed that I am indeed in control of my biological destiny as far as the HIV infection is concerned. A great relief."

\* "After weeks of learning about the disease and it's affect on society as a whole, I feel much differently about AIDS. Now I realize that HIV is a virus that touches everyone. We are all responsible for its spread and its control. AIDS is not just a problem for the person who is HIV+. I am affected by AIDS; it's part of my life."

\* "I actually liked my research paper. For the first time I've written a paper that not only do I mind if people read, I want them to read."

\* "There were a couple of weeks where I was very depressed and hurt after reflecting on society's response to AIDS, homosexuality and death. This pain is still with me, but in a state that's easier to live with. In fact, it is becoming constructive in ways I'm only beginning to develop."

\* "Although I did not express myself much in seminar, I often found

time outside of class to discuss issues and class material with some members of class. This was very helpful for me, as I feel much more comfortable with a smaller group of people."

\* "This class has been more about self discovery than AIDS. In most classes I learn how I feel about the topic of study, but in this class it was much more than that."

\* "When I was gone I dared to call people from seminar and discuss what I was reading and how it made me feel."

\* "The feeling I will remember from the people in this seminar is hope. Talking with all of you gives me hope for the future of being human."

\* "But on the personal level, when it's just me that is experiencing the shift, it can be quite a different matter. It is scary and possibly lonely to give up what is familiar (I feel that it is this fear that keeps society from making necessary changes). Yet I feel as though I am stagnating and losing personal meaning if I resist."

\* "As I accepted my ignorance this quarter, I accepted both my mortality and my social responsibility. I accepted the fact that I am not just an individual, but a part of a bigger whole and that my purpose and state of being are very much intertwined with this notion."

\* "this class has helped me expand my personal boundaries, in areas that I thought I was exercised in. Classmates during seminar have questioned the definition of those boundaries, freeing me from the trapped language that often surrounds my abstract ideas and way of thinking."

\* "I had a hard time coming to grips with my own hypocrisy, especially when a seminar member's sacredness of promiscuity conflicted with my sacredness of monogamy. Why should someone respect something about me if I won't give that same respect to someone else?"

\* "Actively listening and participating in the seminars makes the subject more interesting and understandable."

\* "Winter quarter has been a eye opening experience for me. My attitude about different ideas and beliefs has evolved to a greater level of understanding and acceptance. This evolution of understanding has manifested in several areas of my life. First my personal life. Winter quarter was my first quarter back to school after a two year lay off. Those two years were spent in complete hell. Working blindly for UPS thinking somehow that this blue

collar skinner box could possible be a career. I now know that I continued to work ten and twelve hour days because it was easier than confronting the bag of bullshit that I was carrying around on my back for years. The longer and harder that I worked the more frustrated I became. So quit I did. I threw up my hands, closed down my days at UPS and opened up my bag."

## APPENDIX F

COMMENTS LABELED WITH A "2":

Task force readers said students in these statements from their self-evaluations indicated the following learning had occurred:

**KNOWLEDGE OF IDEAS & EXPERIENCE, ASSOCIATIONS BETWEEN THEM**

- \* "I really appreciated being taught about the holistic approach to understanding human development and the systems theories. I can use that knowledge anywhere in my education and life."
- \* "I have learned a lot as far as psychology is concerned and I am pleased with this knowledge. I have even begun reading Maslow's books."
- \* "All in all I have most likely gained more insight on everything through this class that I might not have gotten from plain old college classes."
- \* "I gained insight through the listening to the broad perspectives of the other students. Studying information about the issues which influence our destiny had helped me make decisions about the world."
- \* "The seminars have helped me develop a multi-perceptual approach to literature."
- \* "The writing assignments have succeeded in displaying my weak and strong points in writing. I've realized that after fifteen years of education, I've failed to fully develop the rudimentary mechanics of good essay writing. Another aspect of my writing that has revealed a need for improvement is my ability to brainstorm...This class has helped me gain interest in writing and college subject matter."
- \* "They gave me some real insight on the way prejudice and sexism can have an effect on a person or society."
- \* "The seminar discussions were of course beneficial because I got more ideas that were very interesting to think about."
- \* "Interacting with others on projects was very fun because you got to know people and you got their insight on things which of course is always interesting for me to have and learn from."
- \* "The books that I read in class were books that I normally don't read. Since I don't often read these books, the seminars helped me to see things in a different perspective."
- \* "I was able to get a broader view and hearing other people's opinions helped me to better understand what was being read."

\* "...but I learned that prejudice is alive and how much it really affects people. To be honest for the first time in my life I felt like a minority...Now I realize how other races feel and have more respect for their courage and endurance. The seminar groups were extremely helpful in the reading and understanding of the books."

\* "I learned about different cultures and times and how it was for blacks in the '30's or '20's, the racism they experienced in New York opposed to the South."

\* "In the class discussions I learned how others felt about the same things I had read and if their perception of the books was different than mine."

\* "I felt I listened to others opinions and enjoyed most of them."

\* "Q. Did you listen carefully to other student's opinions? A. YES"

\* (ALSO NOTED WITH A 1) - "The class discussions and seminars centered around these novels offered opportunity to relate ideas and issues which affect most of us in some form. I participated with enthusiasm and think that what I shared had value and humor."

\* "The concept of the coordinated studies program is unique. It allows for freedom of thought and the practice of connecting different disciplines."

\* (ALSO NOTED WITH A 3) - "I met people with very different backgrounds and life experiences which only enriches my experience as well."

\* "I learned how people feel about racism amongst other things."

\* "I soaked in everyone's opinions and then sifted it out leaving only the good points in my head."

\* "I learned how many different kinds of prejudices there are. I learned how all people are different and each have something special about them."

\* "I enjoyed listening to other peoples feelings and ideas."

\* "The seminars and class discussions gave everybody the chance to learn from each other."

\* "The class seminar helped me to understand the books. When I had a question I brought it up in the seminar and everyone would give their ideas and opinions...I felt that I was a help to others in the seminars...I learned how to type better by doing the writing

assignments."

\* "I learned a lot from the books that we read this quarter. I learned how many big words are used and some techniques for writing."

\* "The things that I learned the most about these books were the stages of life that each character played."

\* "I really liked the seminars because I could hear other people's views."

\* "All these books we have read this quarter have something to do with our everyday lives... the seminar discussions helped me to better understand all of the books and to get people's opinions on them."

\* "I learned that there are many racial problems around us today...I have never read so many books that have brought these types of conflicts to my attention. The seminar discussions helped me see the views of other people's feelings towards racism."

\* "I learned a lot of medical terms from the book. I was able to relate with some of them by trying to put myself in their situation....I listened to other student's opinions most of the time."

\* "I learned quite a few definitions from the books we've read and also how things were done in the hospitals."

\* "I have learned many new facts relating to health from the books."

\* "No, I never read books like these and what I've learned from the books was that it's not always going to be easy for a person in the medical field. Also I learned that there is a lot of stress and you do go through a lot."

\* "It was very helpful in listening to what other students had to say about an issue."

\* "I found out that I'm not all that excited about working in a hospital situation. But I like naturopathy's idea of medicine."

\* "Enjoying books about health care provided great insights..."

\* "I like listening to others' points of view."

\* "It was perfect to associate the writing skills with medical principles involved. It was helpful to have to work in small groups. I learned about other people's reactions to same

situations."

\* "I learned a lot about the medical field...Discussing the books helps you see different points of view from individual readers...I learned more about life and people while going to school this quarter, rather than academic material."

\* "I felt hearing other people's opinions and interpretations of the ideas in the books we read helped open my mind to different ways of seeing the same material."

\* "When we discussed something I had not read it made me want to read more in the book. Yes I did feel like listening to the other students of the classes opinions."

\* "I always knew these problems existed in this world, this class touched my heart and I felt I had to do a lot of explaining."

\* "I have gained a good amount of knowledge and information that will stay useful in my day to day to life."

\* "The books I've read in class seem to have real life experiences, where everyone of us could relate."

\* "The seminar approach has given me insights into how the other people in this class think, feel and defaults they have and their strengths."

\* "Childhood's End - Great book! Makes you think about humanity, it's limitations, purpose and destiny...New World New Mind - I liked this book and it really made me think about defaults, characterizations and ways out of our jam."

\* "I did little research outside of class to come up with the model I used for facilitating seminar. I tried to incorporate that thinking in the way I handled the group."

\* "I feel I need more information in English Lit and Psychology. I have increased my understanding of psychology's ability to overlap into everything."

\* "...But listening and talking in class really opened that up for me."

\* "I could have learned more than I did."

\* "I loved the reading journal process. It allowed me to take ideas and expand them to include other experiences I've had, other materials I've read and also to interrelate the various course materials to each other."

\* "I always gained more insight into the materials when analyzed

the materials together in class."

\* "I've learned what is new since the '60's by taking Intro to Psychology. I feel I've acquired a basic overview that will help me decide how to focus later."

\* "It's certainly been a learning experience to hear others' ideas and opinions and thinking about my reactions to them."

\* "I'll continue to reflect and look at, in my own life, Ornsteins's "defaults of the mind" for a long time to come."

\* "I like the idea of analyzing our reading material, questioning the intentions of the writer and how we perceived that material."

\* "This is where the logic comes in. A lot of my questions about material presented in this class dealt with trying to make connections between the arguments and their validity."

\* "I've learned much about psychological concepts. I think I've put together some good connections here."

\* "The information that came out in our seminars helped me a lot. I understood the articles in the annual edition better and the information in the books."

\* "Through the texts and discussions I have broadened my understanding about our world very much. Regarding New World - New Mind and seminars, Paula's input, my peers, all of the information, questions raised, viewpoints, fact, theories, conversations, all of this has quenched my thirst."

\* "I have been made more readily aware of environmental, social, and personal problems. Ornstein's insights have been valuable to develop an understanding of who I am and where we are."

\* "Seminar wasn't a totally wasted experience for me. By observing other people and hearing them discuss the readings taught me to critically think on my own."

\* "I have been introduced to the holistic approach to understanding human development. Introduction yes, definitely enough to know that I want more!"

\* "I have been introduced to the "new mind" and have experienced a "new" way of thinking. Much was learned from this class."

\* "My general understanding of psychology has been well rounded out. I have an increased sense of where my interests lie within the field and how they differ with other approaches. The information has always been immediately useful. Having gone

thought the basic spectrum of psychological classifications and terminology will facilitate future research."

\* "I have learned a great deal about behavior, methods of treatment, and school of thought. I am anxious to explore more about Jung and Szasz.

\* "Yes, I have gained an appreciation of the scope, content areas, and subfields of psychology...I have a good understanding of systems theory, I have an enhanced awareness of the context within which life patterns emerge."

\* "I loved New World, New Mind. It was the best text we had in this class. I like the article on Maslow the best."

\* "I liked the book New World, New Mind. I think it proposed ideas clearly and had a good strategy for molding the world around us, changing our behaviors and thinking. It addressed out past present and possibly our future situations in a manner that is easy to understand absorb and utilize."

\* "The short sci-fi stories weren't what I'd call fascinating pieces of work. They gave us some different concepts and for that I am grateful."

\* "Yes, through reading New World, New Mind, I learned about some of the previous limits of the mind and how I'm taught to follow them. I have some more perspective. I think that my ideas about small working communities within larger communities has been validated and clarified. I know that I can't do it alone and neither can anyone else. We need to work together to rebuild the world and communities rather than work alone to build our lives."

\* "I feel that I have expanded greatly"

\* "I received a greater understanding of the different parts and types of psychology... My mind was really opened to the idea of holistic approaches to human development and health. Wow! I was really blown away by some of it."

\* "I gained a broader insight about the future not to mention a sense of urgency and responsibility to affect it."

\* "It has been fascinating to listen and watch people here and learn how diverse the human race is.... I have learned that it is okay to not have agreement."

\* "The Holistic Approach to solving life's enigmas is probably the most substantial technique this class has taught me."

- \* "My schemata was altered due to this class...if it means anything, Ornstein gave me a complex."
- \* "Seminar sessions worked for me, but also after hour study groups."
- \* "I need to continue to develop."
- \* "I gained tons of insight from hearing other people talk of the material and what they gained from it."
- \* "I believe this class raises awareness as to the future and destination of our planet and civilization."
- \* "I have a good grasp of how things are all interrelated."
- \* "Nearly all of the material presented in this course was intriguing to me. There were some thought provoking subjects. I enjoyed taking new information and trying to digest it all. I think I am seeing the world in a different light."
- \* "The fact that many of my classmates are concerned over similar social issues as me, gives me some hope for the future. I have definitely gained some valuable insight into human behavior."
- \* "I really enjoyed 'Childhood's End'. There was a simplicity about the whole story, even though the end was pretty dramatic. It gave me a new perspective."
- \* "I learned that things aren't what they seem. There is always a larger picture of what is going on."
- \* "The seminar and small group sessions were great in helping me learn because everyone in the group was so different."
- \* "When I read 'Thinking AIDS' I knew I had a choice about whether or not I would let this disease become a part of my body. This book really empowered me. My behavior and attitude about sex has changed and I feel very positive about that."
- \* "Seminar was beneficial as well as a necessity for me this quarter. The people in seminar were so diversified that I was able to come away with some really interesting view points. I also feel more in touch with the gay/lesbian community and have a greater level of understanding and respect for their movements and achievements."
- \* "Our last seminar was for me very emotional... We did ever so much sharing of our emotions, personal insights, and thoughts with each other. Many times we shared things we had not shared with anyone before."

\* "And as the quarter grew shorter, our circle became closer, less demanding, and more understanding. This is where I felt the most comfort; this is where I grew the most."

\* "My feelings towards the members of the class is very positive. I liked the fact that there were so many different backgrounds. Each person gave an insightful point of view to each issue that was raised in class as well as in seminar. I think that we were all fortunate to have such a diverse group of people."

\* "Each person had their own effect on the group and everyone opened up and shared something personal."

\* "I definitely think I have expanded my ability to conceive new books and their theories."

\* "Some other lectures that were personal eye openers was the lecture by the witches and the man dying with AIDS."

\* "I learned through CSP each person's beliefs and rituals are their own way of coping with life."

\* "I am trying to be more aware of prejudice around me and not take for granted the way I am treated as a white 'straight person'."

\* "I only wish I talked to you sooner. It's really nice to have a teacher who is genuinely concerned about your understanding and learning. It is a sad day that we are all leaving the group."

\* "I enjoyed hearing other comments and questions and it opened my eyes to more than I would have imagined."

\* "The seminar papers helped me to stay in touch with the theme of the class. Reading back through them helped me to see the connections between the two periods. They were helpful in that they forced me to organize my impressions into ideas which I could communicate and share with other people."

\* "The People of Color Against Aids Network clarified for me how easily cultural conditioning can be overlooked."

\* "This experience had an important affect on me and it exemplifies the power behind communication that promotes self-reflection and change at the personal level."

\* "The difference in the classroom structure of Coordinated Studies as compared to traditional classrooms was phenomenal. I actually looked forward to lectures because the students could interact with the instructor and also with the students around them.. I must admit that I spent more than one lecture bouncing my perceptions

off my nearest classmate, and I appreciate the freedom to actually do that."

\* "Finally I decided that what was important was what I thought, not what I thought you wanted me to think. I have really been exposed to some new ideas this quarter."

\* "Even though, as I read these two books, I didn't understand them too well, I did end up making some sense out of them after we seminared on them...I learned more about the HIV virus, that is the social and moral issues surrounding it."

\* "When they talked to us (the ACT-UP speakers) it made me feel so responsible. What I mean is that I felt responsible to do something; be active in the fight against ignorance and denial regarding HIV infection."

\* "The best part about reading these books must have been the following days in seminar. Seminar was essential for understanding the books which everyone has their own opinion. Seminar was absolutely the best part of the program. Seminar gave me an opportunity to see other people's reactions as well as allowing me to share my insight. It was wonderful how well formed together as friends to argue, discuss, and share with one another the problems shaping our world."

\* "I have learned to be more conscious of my own actions, and to inform others to take precautions of their own as well. Aids is a very serious problem, and if we don't help one another, nobody will. This class has been wonderful in education dealing with AIDS and the sexual aspects as well as the medical aspects of it."

\* "I would also like to mention that I have had the opportunity of participating in three CSP's with my brother. This has been a wonderful experience, one most people don't get. The chance to spend so much time together exploring different ideas certainly has bonded us."

\* "I have enjoyed participation in the seminars and believe I have been able to convey my point of view and my understanding of the material we've read. I think we've worked well as a group..."

\* "This class has helped me expand my personal boundaries."

\* "It is always a perspective building lesson in that everyone is perceiving the text and the related discussions in a different way. Getting a different view not only provides more information, it allows me to solidify my own thinking. I found that certain people in the group had quite different ideas about the reading than I did...Mental growth occurs when two opinions can be stated in such a way that people can be comfortable with their own views yet

understand or see the alternate view as well."

\* "I did gain a lot of insight, however, into the books we read by hearing other's points of view. This helped me to formulate my thoughts into a specific direction...I often found time outside of class to discuss issues and class material with some members of seminar. This was very helpful for me."

\* "Seminars are like a crash course in communicating. If communication fails, learning breaks down. I learned so much from different people in seminar."

\* (ALSO NOTED WITH A 3) - "the brain, my brain, and how it functions. Now there's a real subject. This class had taught me about the human body. The fascinating part of all this is not only in the actual contents of information dealt on but in the learning itself. I can't get enough, I need to know more about everything that I've learned so far. Inquiring minds want to know."

\* "I talked often but I also listened and enjoyed the diversity of expression in the group brought about largely by our differences in ages."

\* "...More importantly were the connections I was able to make with my greater interests. As a potential communication major, I am interested in how information travels within our society. Throughout the program I have found concepts of communication in literature, prejudice, and ritual."

\* "Focusing on AIDS this quarter had brought me to a point of action. I have gained a new desire to share..."

\* "Know that the class is over and I have accurate information on the situation of AIDS as an epidemic, I carry some responsibility of passing it on to my friends and family at the least..."this gave me a chance to understand other peoples point of view and to reflect on their way of life and different way of thinking."

\* "I have never read so many books in a course that provided such a wealth of usable information. I insisted that many of my friends read some of the material from the class and they enjoyed it very much."

\* "From the books themselves what I learned was mostly information. Pure information. It wasn't until the class discussions that I was able to learn more about the outcome of a lot of the information that I was reading... ..In other areas though, the group process really helped to solidify ideas that I had about the reading material...I was able to sort out things I had been thinking about."

\* "What I learned most importantly from the works we read was to question my philosophical assumptions...I found to my surprise that I found a number of new theories and information in works written for the general reader. McClintock's revision of the central-genetic-dogma and Hawkings's scenario for the big bang are two examples....I found the class discussions to be most useful...I gained experience in communicating verbally. Also I gained experience in large group social interactions."

\* "The books that were read during this class taught me much about science. They taught me about it's past and the major influences on science. I also learned about the possibilities of its future. overall I learned that science is much more then it first seems...I listened well to other students' opinions, came with my thoughts in order, and tried my best to make the discussions as interesting as possible."

\* "This class has taught me how to look at another's situation through their eyes without taking my won history with me."

\* "I could actually see that a students comments were seriously thought about and taken to heart. This allow for a positive, more creative, thinking atmosphere."

\* "The class and seminar discussions served to illuminate the points in the book. Many times, thinking I understood the book completely, somebody would speak of an idea they had gotten from the book that had totally passed me by."

\* "I personally feel that when seminar and individual learning is combined, the student gets to see an idea from a great many angles then they form an educated hypotheses or belief."

\* "Yet I do think that I have gained a better understanding of science and it's workings...I learned that science is not the malignant, self-supportive beast I had reckoned it to be. Science, in fact, is only as bad (or good) as the person uncovering its mysteries."

\* "The first thing we were presented with was an ancient model to the universe. Then we were shown how this model changed over the last few millennia, into its present form. I think this worked much better than just telling us what the modern model of the universe looked like, as we wouldn't know just how the modern model was put together. And now we do...Mr. Burke covered an amazing amount of ground, showed how one thing led to another, showed how politics and religion helped and hindered and on the whole explained things very well."

\* "The theme that science has been separated from other areas of learning, discussed primarily by Snow, opened my eyes to the

misconceptions I have had regarding science. This theme ran through many of the books, and I came realize that science is not an objective, untouchable field. Scientists are just average people, no different from myself...Another theme that hit me hard was that nothing is really known...While I had read BRAVE NEW WORLD in a previous class, I began to understand it in an entirely new way."

\* "My listening skills improved as I tried to really concentrate on hearing others instead of thinking only about what I would say next."

\* "I was so pleasantly surprised that I may never take a regularly structured class again. I loved hearing the ideas and experiences of other people."

\* "The books we read were not only interesting and full of information; they were conducive to personal thought and reflection...I was able to hear other opinions and ideas and loved every minute of it. New ideas, that I may never have come up with on my own, came up in seminar. We got to learn from everyone's life experience not just our own."

\* "A certain scientific literacy has come over me and it feels good. My step up from a non-scientist (literally speaking) to at least a semi-pseudo-scientist has made me king of all kings."

\* "I often found that when others spoke about the books, they helped me to see more objectively."

\* "Hearing and voicing different opinions, agreeing with some, disagreeing with others, has helped me get a better grip on the materials at hand...I expect more from a group now. I've learned to value their opinions and in turn seek them for help with my own opinions."

\* "Some of the most important things I've learned have to do with how and why people have chosen to scientifically explore the universe...I will also recognize more things as scientific concerns than I have in the past due to the broad scope of influence it reaches."

\* "Seminars really helped me to gain a better understanding of the material by clarifying ideas and providing a forum to share thoughts and ideas...there were times when someone said something that would send me thinking in a certain direction regardless of where the discussion led...I really enjoyed hearing about what other people thought about the reading. Their ideas often helped me to think about things in ways I might not have on my own."

\* "From this conglomeration of books, I have found that science is

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not the cold, impersonal, and evil doings of men dressed in white starched robes. I found that science has alleviated much of humankind's suffering; that science is very much a human activity, often a personal endeavor in which the scientist sacrifices social time to the devotion of study; that often times the reward of making a new discovery is denial by colleagues or the scientific community as a whole."

\* (ALSO NOTED WITH A 3) - "I think of the expanse of the universe, the distances, the big bang, curved space, dark matter, the "Book of Sweeps". I also think about the other people who have experienced in this class."

\* "Often I found myself coming up with new ideas that had sprung forth from a statement of opinion of another classmate. One of the things that made seminar enjoyable to me was the communication that developed when all the participants focused on our particular readings."

\* "Seminar was wonderful, provided a forum for discussing ideas which didn't always feel complete in understanding of, and also helped to synthesize ideas and make connections between material."

\* "...but the class participation was incredible. I seminar especially I found a group of people that were willing to go out on a limb and state an opinion, even though it may be against the views of most of the people..."

\* "Myself, I feel much more at ease regarding certain fields, such as genetics. I actually understand the reasoning behind the discoveries the many geneticists are making."

\* "This quarter I learned that science is unpredictable - non-linear...I discovered throughout the reading that I could not predict what the next scientific discovery would lead to."

\* "Seminar was a great source of learning. Now only was I able to express my thoughts and concerns about the world at large ( and feel comfortable), but I was able to hear feedback as well..."

\* "Seminar has helped a great deal in understanding the information presented in the reading and to discuss the ideas in relation to contemporary life."

\* (ALSO NOTED WITH A 3) - "They taught me a lot about depending on other people to find the truth...You can't just go around just blindly accepting what you read."

\* "I really enjoyed working in groups. It made understanding more easily obtained. The group approach to learning really helped me. There was a lot of support. It made learning a comfortable and

warm experience."

\* "...But I realize we all think differently and some of my thoughts aren't obvious. Workshops allowed people to help me get my ideas across in a more understandable way."

\* "I was actually surprised to find how helpful the writing workshops were for me...it is important to get an idea of what other people are doing and to get their comments concerning my own writing."

\* "I think seminar is one of the most useful of educational mediums. I find it immensely helpful to be able to get a sense of that other people are thinking."

\* "I think the selection of texts was super and I enjoyed all of the reading assignments very much. I'm particularly enthused with the concept of CHAOS which serves to answer several key questions I had about the existence of it all. I found Gould to be a tremendous and influential text in ways."

\* "The class and seminar discussions provided at times a backbone to the reading and the papers, and at times an icing to the cake of knowledge I was building...being in seminar was a very intense experience."

\* "I think the group situation is the best learning environment that I have ever been in, and I am looking for that environment in the future." Learning with a group makes you susceptible to their ideas, which in turn lets you alter your as necessary."

\* "I realized that science was not just the dissection of rats but a study of the universe and the many intricate webs it weaves."

\* "I think the thing that most stands out in my mind from our books are the misconceptions that are taught throughout our educations."

\* "I enjoyed sharing my excitement with others and it was very interesting to listen to their opinions and ideas. Many times in seminar I could be easily convinced of one person's opinion and then by another, radically different opinion. I was often very thoughtful by the end of the day, deciphering my own opinions after listening to everyone else."

\* "I usually helped other people figure the problems out. When it came to writing workshops it was different. I wasn't totally lost, but I learned a lot. It was helpful to get feedback on my papers. I think I learned more through by criticizing other peoples papers. I wanted to give them feedback that would be useful. This meant I had to put a lot of thought into what they were saying."

\* "I listened to their opinions, broadening my perspective of the

material."

\* "Seminating has been a lot of help... in giving me a good idea of what students at this level of college tend to think about."

\* "This course has also opened up a new world for me by forcing me to read very worthwhile books that otherwise I wouldn't consider."

\* "Group learning is far better than individual learning. After all, 20 heads are better than one."

\* "the main thing I learned from our class materials and books was a way of building information or knowledge for me."

\* "Any class that can broaden one's view of any topic as completely as Milky Way did concerning my view of space and time, must be commended."

\* (ALSO NOTED WITH A 3) - "The readings that were given to the class not only encouraged these connections, but made them... This type of holistic view is what helped me make the connections and learn the material, a side from giving purpose to much of my high school career.... The readings showed me that science and philosophy complement each other and assist one another in moving towards progress."

\* "Seminar and the other students assisted my comprehension and understanding immensely, and I place a lot of value on it."

\* "I now have a far better understanding of the events that have taken place in history, as well as how they affected one another... Learning in a group atmosphere, I find, is better than individual learning because you have the opportunity of other people's insights helping you to understand the material."

\* "I learned much more than I ever expected to from the literature used in this course."

\* "The whole reason I never enrolled in college was that I have a real hard time retaining information without talking about it. The group discussion was the essential element of my learning what I learned."

\* "I have kept my eye on the ball long enough to have retained a wealth of information, an understanding of the course theme, and perhaps most importantly, I finished the quarter."

\* "the class totally changed my perception and opinion about science and scientists. I can't believe how narrow and stereotypical my views on science were at the beginning of this

class. I realized that science isn't all objective, rational, and factual. It runs on subjectivity, feeling and intuition. What was so neat about the class is that it wasn't just one or two things that helped me learned; it was a culmination of everything."

\* "The truth would be that I have acquired many new ideas to ponder. The most profound is an altered perception of how and for what reasons people seek understanding."

\* "The good thing about coordinated studies though is that you have to access in seminar to people who can offer other ideas and help you clear up ideas you bring up."

\* "I think this course has changed the way I view the acquisition of knowledge."

\* "The texts were varied and covered an wide variety of subjects. I appreciate reading almost all of them."

\* "I learned I could understand and enjoy ideas, concepts, and the history about a subject, I have known for many years I could not do. The readings gave me a background in history I never had, an insight to contemporary directions of science and most importantly an awareness to take in information--objectively."

\* "Each piece of material was unique and ultimately became a very important part in my understanding of science. Seminars expanded my understanding a great deal.. I found many times, others would see things or make connections that I had not thought of."

\* "I gained a far greater understanding of science in terms of where it is, what is purpose is and how it is done. More valuable to me was the insight into the creative process that the book on Barbara McClintock provided. I found the emphasis on the human role in science to be very valuable."

\* "I found seminar discussions interesting, especially the way the others interpreted the material covered."

\* "I really learned how the others in seminar thought and made connections. Having other students read and give advice about papers in progress was helpful."

\* "The books I've read in class seem to have real life experiences, where everyone of us could relate."

\* (ALSO NOTED WITH A 1) - "I felt that they were helping me and I could also assist them."

\* "Writing about books made me see things differently."

\* "I discovered that I had concepts to express and some people took an interest in them. I found that many people had different things

to express and I listened."

\* "The course I have just finished provided me with the tools I had never before bothered to pick up and put to use."

\* "Studying these theories has enabled me to make some connections between social, political, and legal policy on one hand and ethical theories on the other."

\* (Also NOTED WITH A 4) - "I think writing about the books we had read helped me look at my subjects from different angles. From now on I'm likely not only to say what I think about an issue but also to reflect from the viewpoints of the philosophers we have studied."

\* "Each one of us has a role to play to prevent suffering and destruction. An understanding of ethics is an essential step towards knowing the right thing to do locally as well as globally."

\* "This class has changed me by broadening my awareness in a myriad areas - - social, personal and intellectual."

\* "My ideas were enhanced by hearing from others and this felt good." I also enjoyed being able to help others with their ideas and writing."

\* "From the books I read this quarter, I learned how important it is to be responsible for our moral duties. I also learned the importance of liberty rights and the true meaning of capitalism. Many different philosophies were presented in the program, which allowed me to make an educated attempt at forming my own moral philosophies."

\* "I was never bored with listening to my fellow students ideas and questions. I was also able to get a lot of feedback on my own thoughts."

\* "...and I feel the issues were definitely worth learning."

\* (ALSO NOTED WITH A 4) - "The novels were all well written and interesting to read. I would find myself reflecting on the characters and events in the stories long after the books were put down. From the novels read I feel I learned the most from the ideas of Thoreau and Lagerqvist; both books offered such challenging contrasts to expected behavior and thought. They allowed you to really see the possible truth and reality in a differing viewpoint. The novels and essays were well coordinated with the text, allowing us to see some of the philosophers theories in practice."

\* "This class has made me aware of my writing skills and how to improve them."

- \* "Overall this class has me most in that it made me give more thought to my actions and the actions of my fellow men."
- \* "...getting other's perspective on these readings helps one to better understand it."
- \* "...in seminar...it was comparing and contrasting ideas derived from what I had learned individually from the readings and lectures."
- \* "...but maybe that was asking too much to considering the nature of philosophy and how it tends to raise more questions than it answers. But it was all definitely worth learning and it gives me a somewhat better idea of the way society works and why."
- \* "Overall I learned that science is much more than it first seems. Science is something that every person has in them, some more than others. Science is as simple as being interested in a fly."
- \* (ALSO NOTED WITH A 3) - "When people learn in groups they are able to see things as others see them as well as how they see them. This lets one form new ideas and see things in a wider range."
- \* "I believe that I listened quite attentively to all the opinions aired."
- \* "Some of the most important things I've learned have to do with how and why people have chosen to scientifically explore the universe."
- \* (ALSO NOTED WITH A 3) - "Every aspect of this class has been useful in my developing knowledge and understanding about science, the philosophy of science, and the application of both."
- \* "I really enjoyed hearing about what other people thought about the reading."
- \* "They taught me a lot about depending on other people to find the truth."
- \* "The group approach to learning really helped me."
- \* "First of all I learned the technical patterns and formula to go along with the concepts we learned and oh what concepts! I learned about the development of cosmology."
- \* "I tried very hard to hear what someone else was saying before responding to it."
- \* "...in our seminar discussion where I listened to others interpretations of the material and compared it to my own."

\* "By listening to the discussions and trying to make relevant comments and ask good questions, I was able to gain much more from the books than if I were to just have read them."

\* (ALSO NOTED WITH A 1) - "Working with other people to learn helps a lot, except in math."

\* "The seminar experience was an essential element of my learning...the talkers were diverse enough that it proved to be a very workable group...In the past I have attended several workshops on building listening skills, but until this class I had only been able to apply these skills in one to one situations...I was surprised how I was able to keep my mind open...learning to support my arguments was probably the most difficult."

\* "Seminar was a real good experience...I tried to be a good listener."

\* "I have kept my eye on the ball long enough to have retained a wealth of information, an understanding of the course theme, and perhaps most importantly, I finished the quarter."

\* "Each person brought with them their own perspective to what we were learning. At first I didn't appreciate them or their ideas. If they viewed something much differently than I did, I thought they were wrong."

\* "This past quarter has been a truly wonderful experience...The readings gave me a background in history I never had, an insight to contemporary directions of science and most importantly an awareness to take in information--objectively."

\* "I found seminar discussions interesting, especially the way the others interpreted the material covered."

\* "It wasn't until the class discussions that I was able to learn more about the outcome of a lot of the information I was reading."

\* "...and so much of what we read had Cabalistic significance that my enthusiasm got the better of me on more than one occasion."

\* "In math, I found that when I didn't understand something that instead of asking someone in my group, I would simply go along with the group consensus and keep quiet. You can imagine how difficult this was for me."

\* "So most of my time in group situations is spent with me feeling irritable and alienated, no matter how I may cover up with jokes and conversation."

- \* "I never really read books about cultures before. It was especially interesting to me being a woman of color. This class brought out information that should have been taught from primary school on. I was able to relate to the material I was being taught with for the first time in my educational career. The book seminars helped me see other perspectives and how they related to my own opinions."
- \* "I have gained much knowledge about the history of Native, African, Hispanic, Asian, and Pacific Islander Americans in relationship to their treatment by colonialists and the current U.S. government and society. Current U.S. colonialization still continues in the Philippines, Puerto Rico, and the Marshall Islands. This information is not new to me; yet the connections of historical and current issues related to racism and exploitation perpetrated by white society have been made more clear as a result of this class."
- \* "I find it hard not to do anything about changing injustices done to people."
- \* "...it was also positive in the seminars to understand the other view."
- \* "I found that in smaller groups there was more interaction and sharing but in the larger groups, there were more influenced by 2 or 3 people. I guess on the whole they taught me how to integrate information from varying sources into a single format. To combine and blend different ideas down into a whole, or at least attempt to."
- \* (ALSO NOTED WITH A 3) - "Besides learning more of the evils of slavery, I didn't really learn from the books directly. I just learned how enjoyable reading can be and what different worlds it can open up."
- \* "I learned how to write much more clear concise papers from the writing assignments in class."
- \* "The class has taught me so much about reading, writing and anatomy."
- \* "I learned about children's life without parents, some medical terminology, and psychology along with it."
- \* "I Learned a lot more from the books and the students own opinions or evaluations of the books."
- \* "I discovered a lot about androgyny, which changed the way I view male and female."

- \* "The seminars, class discussions, and group work helped me to understand more about what was being taught and also helped me to open up to some people."
- \* "I was able to relate to a lot of the characters and make an analysis of the books. I learned that just reading the books was not enough."
- \* "I was able to grasp concepts and I was able to retain more information and become more focused."
- \* "I learned to critique my own work and become more objective about my ideas."
- \* "Seminars really helped clarify the books we read."
- \* "Overall I really learned a lot about myself, my body, and it was worthwhile."
- \* "I would have to say this is where I learned the most in class(psychology)."
- \* "The seminar classes provided the greatest potential for learning about differing points of view, and such, I believe they were indispensable to the course."
- \* "It was exciting to explore other people's ideas and reasoning behind them."
- \* "Working with each other on projects was very effective. It's a good way to get others opinions and arguments that you wouldn't normally get in a regular class."
- \* "With the seminars though w got other people's ideas and opinions and that adds a great deal to our understanding."
- \* "Getting into seminars and groups helped me to think about things differently or even just about the other side of the issue."
- \* "A lot of things that people said really opened my eyes and made me aware."
- \* "I enjoyed looking at the issue or book in different ways and coming up with an idea that was on the question asked."
- \* (ALSO NOTED WITH A 0) - "I learned how to look at things from a little different perspective. I learned how to apply economics and law to many different issues and current problems."
- \* "I learned a great deal about different ways of thinking or relating to the environment."

- \* "This class made me look at every aspect of an issue, without really bashing the others."
- \* "The one main things I got out of this class was a greater knowledge of the environment listening to others views on subjects like pollution in the air and oceans gave me much insight which I can now apply."
- \* "I learned not to be so closed minded about other people beliefs...and it opened up my mind to new ideas."
- \* "I now realize, no matter how strongly I may feel on certain issues, other intelligent yet very different beliefs will always exist. Seminars helped me sharpen my argumentative skills and I definitely became a better listener."
- \* "I've been able to confirm, through this class, and another coordinated class entitled "Global Village", the interrelationships between the disciplines of law, economics, and literature."
- \* "With additional perspectives, one is better able to recognize both (or many) sides to an issue."
- \* "I think that I did learn what I expected to learn. Microeconomics, law and English."
- \* "I'm certainly more aware of the correlation between law and economics."
- \* "The class had made me more environmentally aware, but more importantly it has shown the necessity of understanding an opposing viewpoint."
- \* "I could feel myself becoming much more aware of the environment."
- \* "It forced me to understand other's points of view. It also allowed others to understand me better."
- \* "...and receiving other people's points of view on the subject matter gave a whole different view point to it."
- \* "...it has definitely answered a lot of questions about why societies do what they do and how they determine their actions."
- \* "Different people have different answers and says of solving the same problem."
- \* "It showed me that not all people believed in what I wanted them to believe."

- \* "We are able to learn from each others experiences."
- \* "The concept of pollution and what makes it pollution is what I found most valuable."
- \* "I learn more and understand more about environmental issues and know that there are other sides to my expectation and opinion."
- \* "I increased my awareness of how we treat the environment."
- \* "I've learned enough law and economics to help me make more informed decisions on current news issues."
- \* "My thinking has become more environmentally conscious."
- \* "I learned more about the fields we studied and how they relate to each other."
- \* "The greatest thing that seminars do is allow you to see a subject from different viewpoints."
- \* "This class has made me more aware of the relationship between the three disciplines."
- \* (ALSO NOTED WITH A 1) - "It gave me different views on the subject and helped me to defend my own."
- \* "I learned what other people think about the environment, class mates experiences."
- \* "...over the course of the class I've come to appreciate the exchange of ideas that resulted."
- \* "I've confirmed this that it's real important to know what the arguments from the others side - so you know what you're up against."
- \* "I have learned to try and incorporate law, economics and environment into one composition."
- \* "From seminars, class projects, and general discussion, I was introduced to more than one view. This was good, because it has taught mr to be open-minded, and to try to look at an issue from all sides."
- \* "From all of our reading, I learned not to be so narrow. Learned a lot of valuable information."
- \* "You learn a lot of different viewpoints."
- \* "With the seminars though we got other peoples ideas and opinions

and that adds a great deal to our understanding."

\* "There were approximately 50 different people with 50 different opinions...This was a way to open my eyes and see what is really happening out there."

\* "I learned how to look at things from a little different perspective. I learned how to apply economics and law to many different issues and current problems."

\* "I learned a great deal about different ways of thinking relating to the environment."

\* "My idea of a perfect structure would be for Nate to introduce a realistic moral dilemma that we might encounter in the business, Joe could instruct us on how to build a philosophical game plan and Sandy could help us express it in the best terms."

\* "We could read the book and watch the movie, talk about transferring images to screen and deal with the ethical problems in the story. Media, English, and Ethics all in one...they stimulated marvelous conversations that extended beyond the classroom."

\* "I think that most of the topic matter was presented with a wide view (which seemed to be the idea of the class) allowing the student to absorb a foundation for both the major topics, and each additional sub-topic."

\* "I had many of my own views reinforced and challenged, which has enabled me to see television and a career in television realistically...I have been taught some general philosophical concepts."

\* (ALSO NOTED WITH A 3) - "This has forced me to question some of my belief structures and concepts, and has also enabled me to appreciate others' beliefs."

\* "I learned much from both watching and then comparing afterwards in the class. The views of the other students were informative, incisive and humorous."

\* (ALSO NOTED WITH A 4) - "I have learned a lot in this class about the creation of movies and videos, finer points of the already intensely complicated English language, and a greater understanding of the philosophical points and counter points of ethics."

\* "We gained some valuable insight from our classmates own work."

\* "Bouncing ideas and opinions off others can be a great learning tool."

- \* "But when you watch a film or video and immediately analyze it from the perspectives of three different professionals in their fields (that is you people grading this paper you know). And from the viewpoints of all your other classmates, it can very enlightening."
- \* "I was beginning to see connections."
- \* "...did learn a great deal listening to others during the debates that followed."
- \* "...this aspect of our studies broadened my ability to truly listen to other opinions."
- \* "What helped me the most was class discussions. To talk about a film made me understand it more and gave me more insight to hear what other people thought about a film."
- \* "I really like the idea of integrating studies. I think this approach to teaching is very effective because it blends thoughts and concepts together instead of treating each subject as a package."
- \* "The seminars programmed specifically for the discussion of the texts helped me to understand the books later when I was able to read them. Seminars though, became ineffective when the mass majority of the class were unable to read the texts."
- \* "As I continually played back my solution and applied it towards the philosophers and their beliefs it became apparent to me. To understand not to understand is to understand."
- \* "It is always to the advantage to listen and discover others expertise and knowledge."
- \* "I found that what helped me to learn best, sometimes just hindered me. I got the most out of the class discussions. Everyone had a lot of interesting points and opinions."
- \* "I've learned a little bit from each of the critiques, lectures, seminars, video, etc...I probably learned the most from watching the videos and discussing them and lectures...with the class and discussing them, things were pointed out to me that I might not have noticed before."
- \* "I learned a lot from the text we read."
- \* "I had read the Crucible in high school and had not enjoyed it all. When we read it in class I learned it had a great underlying message. I really wish they had told us about it in high school."

- \* "The Ethics and Images program this quarter has opened my eyes to many things, as well as frustrated me."
- \* "The strongest points were ethics, manipulating images, and media icons. I learned the most from these. I had a hard time connecting how people understand through art, the point wasn't clear."
- \* "In all I learned most through the videos, lectures, and student presentations. The discussions after viewing the videos enlightened me on new ways to analyze productions."
- \* "I learned how each of these units affected me in my understanding of the business. This also applied to myself as I entered into the business."
- \* "I got to learn from different perspectives."
- \* "The seminar taught me to be more open to others opinions no matter how crazy."
- \* "The script was a lesson in viewing a story from the other side of the viewing screen."
- \* "Instead I will focus on the things that actually induced me to change my life in some way."
- \* "The presentations from various AIDS awareness groups is what really affected me to where I began to change in my personal life. I think it was because they represented the reality of what is going on to me. REading about something in a book doesn't make it real, it is an intellectually understood idea."
- \* "The interesting thing in thinking of connections between the Plague and AIDS is that the disease themselves are in no way similar. The similarity is in the amount of social upheavals and the changes demanded in and by society, two very chaotic eras. The changes wrought by the plague lead to the French Revolution and then to the renaissance."
- \* "At the start of the quarter I held a passive, other guy attitude towards AIDS, but this is no more. I've dispelled ignorance regarding: transmission/contraction characteristics that founded and maintained my wariness of high risk individuals; demographics, or my philosophy that AIDS is a 'gay disease'; and I now realize that society's hostile attitude comes mainly from the same ignorance. But then again, isn't this true of most prejudices?."
- \* "I discovered that society in general doesn't care what happens to AIDS victims. The government isn't throwing millions and

millions of dollars into research and society isn't pushing for it to happen."

\* "To make the AIDS epidemic known throughout our nation we must educate the uneducated. I think that we owe at least that to the uneducated (mainly the youth). If they are uninformed they have a greater chance of catching AIDS."

\* "When I came into this CSP class I was very stereo-typed in relation to AIDS. I thought that AIDS only affected the gay community and that they deserved what they got. I really dislike gay people. The first time that I have ever seen a gay person was in September of '89. I come from the country and out there we have no gays, no punks, and no men in suits."

\* "More importantly, however, were the connections I was able to make with my greater interests. As a potential Communication major, I am interested in how information travels within our society. Throughout the program I have found concepts of communication in literature, prejudice, and ritual."

\* "...As I have mentioned in seminar, a kind of snowball effect is found here, as, through literature, beliefs are spread throughout society, the same society where the beliefs originated."

\* "...For me, seminar played the role of the metaphorical 'surgeon's scalpel' which both cuts and heals. Listening to others and talking out my ideas tended to create questions as others were answered."

\* "The personal experience everyone brought to seminar added so much; in Nan's 'crowd' for example, safe sex seems to go somewhat unquestioned due to the AIDS related losses they have felt."

\* "I have learned that AIDS cannot be transmitted through casual contact."

\* (ALSO NOTED WITH A 3) - "Most of my learning was gained through the experience of listening to the faculty, students, and guest speakers as well as the discussions I had outside of class. My roommate/partner (this has become a new term for my boyfriend now) and I had several discussions regarding AIDS."

\* "Studying the plague had a definite affect on how I view AIDS now...now I will never view this problem the same again."

\* (ALSO NOTED WITH A 3) - "I went through a great deal of learning when I deciphered the different points of view and put them into my own perspective."

\* "I have for a number of years now been very interested in studying history, not as a way of learning facts and dates as much as to get a sense of where I/we came from - this seems of key importance to really seeing who we are now and where we might be heading in the future."

\* "Seminars gave me the chance to articulate some of my own sense of what is important about looking at our history - both past and present. I talked often, but I also listened and enjoyed the diversity of expression in the group brought about largely by our differences in ages."

\* "From the books and lectures I learned about the biology of AIDS. I now can go to cocktail parties and use real neat terms like retro virus, T-cell and immunosuppressent. I'm not sure I fully understand how the virus works but I'm sure I know far more than 80 to 90% of the people in America. The Scientific American and Thinking AIDS were both good books but I'm not sure it was really necessary to read both of them. The Scientific American had neat drawings in it but I liked the text of Thinking Aids better."

\* "One of the first lectures that had profound impact on my was the one Jan gave on Jesus Christ. I have attended a protestant church my entire life, and there were things about the Bible and Jesus that I did not know. The beginning of the Pope, the reasons for the Gospels, and the need of writing the Bible down are a few specifics. The impact that the Catholic church has had on history is amazing, and it is difficult to recognize in today's society."

\* "Ritual and Metaphor are concepts that I was glad to be introduced to. I was given a chance to examine my everyday behavior and find the significance it had for my life as a whole...I felt that it helped me on a personal level to deal with my problems so that I could go on to study something as important as AIDS."

\* "In seminar was the only real place where confrontation of ideas took place for me."

\* "I was glad that we had such a wide range of people in seminar because it gave me some exposure to new people. One of the most important ideas that I learned from other people in seminar was the fact that I don't have to care about everything."

\* "...this gave me the chance to understand other peoples point of view and to reflect on their way of life and different way of thinking."

\* "...now I know it is not okay to put people down because of a difference in skin color. What I liked most about this discussion

is that it made people who were usually silent, defend their nationality."

\* "I often felt as though I was flailing around class trying to understand the perspectives of others and put them into the context of my life."

\* "There were only two of the presentations that became new learning experiences for me. The lecture on Jungian thought became a real point of new learning and understanding. I have had a hard time getting into Jung. I kept getting hung up on trying fit him into the current world view descended from Christianity. The lecture afforded me the space, the crucible I needed to see this system on it own. NOW I feel like I can pursue this area of study and assimilate it into my own life, on its own terms."

\* "Over all I think I enjoyed the lectures the most out of all the materials. Especially the Jungian analyst, the neo-pagans, and the speakers from POCAAN. Although these were the most 'heated', I also found them the most engaging and informative. The remark from the analyst to Nan will live on etched in my memory for years. Beyond that the lecture presented a first hand view of ta practicing Jungian analyst which was very helpful considering our extensive reading on the alchemical aspects of Jung. This is now to say I understood everything presented on the subject or that I agreed with what I did understand."

\* "The speakers from the neo-pagan community also offered this sort of volatile clash but they kept me thinking about the validity of their religions. Personally I think there was more to the deaths of these religions than just being killed off by Christianity. Namely they were no longer popular."

\* "I came into this quarter with ignorance. Now three months later, now only have I been exposed to all of these topics, but I have discussed them, analyzed them, and explored their relevance to my life and to the lives of others; I come out of this class with knowledge."

\* "I am finding threads that ran through my class last quarter entwined in this quarter, and I predict that I'll find them all tied up in next quarter's class as well. How we know what we know; math as reality; periods of flux - paradigm shifts; metaphors - illness, language, perception, knowledge."

\* "The lectures were really informative and the visitors were wonderful, with the single exception of the POCAAN team. She was good, but the young man got himself into hot water and lacked the experience to get himself out."

\* "The seminars I found very interesting. Even fascinating. I can't think of a time when I've had a better chance to hear what other people, especially young ones, were thinking about contemporary problems."

\* "I learned to listen and to respect. Its true that everything we touch changes, and everything that touches changes us. Everyone in seminar touched me."

\* (ALSO NOTED WITH A 4) - "I was downright attached to working on my research project, and as a result of that paper and the agricultural knowledge I gained from researching it, I did something I have wanted to do for a long time, and this is apply to the University of Alaska to finish school up there on the agricultural frontier of the world."

\* (ALSO NOTED WITH A 3) - "I don't remember the exact number of people infected with the HIV virus this year. It's almost impossible to say that I didn't learn a lot, book wise. What I did learn a lot about was real life. History is such an obscure idea. Can you ever look back and really learn? By studying the Middle Ages I've found a lot of the basis for our society today. Racism and sexism aren't new creations, they've been around for centuries."

\* "I found the lectures very enlightening, and especially was fascinated by the biology of viruses. I first approached this class through a view of natural history and was intrigued by the development of viruses in humans and with humanity itself. The study of the medieval period brought up many questions for me about cultural evolution and how medieval values may have given rise to our present cultures."

\* "This was very frustrating and I now wish I had gotten up the nerve to say something. I did gain a lot of insight into the books we read by hearing other's points of view."

\* "I was surprised how much information I retained from the research that I did. I had to take time away from class in order to get all of my work done and when I lost all my information in a computer snafu I thought I would die on the spot."

\* "I should add that I learned about a lot of other things too. I learned about Jung, Camus, Bly, the biological aspects of AIDS, the Middle Ages..."

\* "This class has given me a great understanding of history, which is something I never indulged in before Barbara Tuchman. Her book has given me good insight to the 14th century, one that will be useful in my acting classes in developing conditions, if ever I

should explore that time period."

\* "I enjoyed the speakers and their presentations from 'The Far Side Of Knowledge'. John brought a new dimension to living in his lecture on Bly's human shadow. ACT-UP, POCAAN, and the Multi-Faith organizations brought a clear understanding of what their groups were and why we needed them."

\* "There were definitely connections between the Black Plague and the contemporary world. I'm glad I was able to explore this further in my research paper. It would be interesting to draw up a list of similarities between the two. Seminar papers were effective. They helped me concrete my ideas or questions. I made a point for myself to use seminar time to learn from the group about things I didn't understand. Sometimes I get into a mode where I believe that other people's views and thought are the same as mine. Seminar was great for realization."

\* "There have been many specific subjects in our course that have been interesting, in fact, to many interesting ideas and events to discuss all of them here. However, some subjects stand out above others. The origins of anti-Semitism and the misconceptions and stereotypes of the Jewish people was a subject that I found particularly interesting. Jan's lecture on the history of Christianity helped lay the groundwork for my understanding the beginnings of the Christian's brutal practice of anti-Semitism. John 120 A.D., put into history his incorrect version of Jesus's life to the Greeks already boiling hatred of the Jews. The seeds of anti-Semitism were sown, the Jews are now branded Christ Killers and hence a scapegoat is found."

\* "First and foremost I wanted to become informed on the subject of AIDS. Also I wanted to improve my background in the area of epidemiology in general. I feel that I have done very well in this area, and I am satisfied with my progress here...Next, I wanted to improve my understanding of cellular biology, and chemical biology. Last quarter I had the opportunity to look at Barabara McClintock's work on maize cytology. I found her discoveries in the area of gene morphology fascinating, and I wanted to know more. NOW I do know more, and it seems that the more I understand, the closer the resemblance there is between a cell and a ball....Third on my list I wanted to gain a better understanding of how things got to be the way they are. A Distant Mirror is a wonderful book; thank you for forcing me to read it."

## APPENDIX G

COMMENTS LABELED WITH A "3":

Task force readers said students in these statements from their self-evaluations indicated the following learning had occurred:

**BECOMING A LIFE-LONG LEARNER**

- \* (ALSO NOTED WITH A 0) - "I found out that I'm not all that crazy about working in a hospital situation. But I do like naturopathy's idea of medicine."
- \* "My critical reading and thinking skills were really stretched by having to facilitate and doing the literary analysis, and almost snapped doing the final."
- \* "The development in critical reading skills was profound in me. I find myself wanting to read more than just novels and I find myself thinking a lot more about what I read. Critical thinking is another area where I feel I progressed immensely. I feel that I have a much broader view on things and I also have stronger personal thoughts."
- \* "...this is a lesson that will stay with me for the rest of my life."
- \* "During the course of the class, I have become more responsible for my own education by coming to class prepared."
- \* "Having done the reading and writing in my journal has improved my critical reading skills. In class, I would have liked to have studied "style" of the writings in greater depth."
- \* "Sometimes I develop thoughtful and substantive questions about the material, sometimes I don't. On the positive side I feel I now have an easier time thinking and focusing on the material."
- \* (ALSO NOTED WITH A 4) "We had some excellent reading material. I have a list also of suggested reading from this class which I want to start to look through over spring break."
- \* (ALSO NOTED WITH A 0) "Some great things happened to me this quarter. One is I joined a reading group which will start next quarter all being students from this class."
- \* "I have expanded my view of the world greatly by taking this class. Things I thought I knew about the history of myself and my society I was forced to question and reevaluate. I truly didn't expect the experience to be this transforming and challenging. It was at the same time much more difficult and much more positive than I expected. In the end I feel that the facts I learned were

secondary to the inner transformation that occurred. I don't know how many things I will be able to accurately remember two months from now but I do know that I am a better and wiser person."

\* "I have changed in the respect that I'm excited and hungry to learn about (continue to learn about) the existing differences and similarities between cultures."

\* "I know I need to just sit down and write and not worry but I seem to dread writing essays and such. This class has been good experience though because I've realized what I need to do to work better in school. I need to try more and to be more confident about my writing."

\* "It got me thinking about how everyone is invisible and how people put on masks so much that they don't even know who they are."

\* "The most valuable thing I think I learned about math was that you have to narrow down the possibilities when you are working with the problems."

\* "The most important thing I learned from the writing assignments was that it is not as easy as I thought. On the papers I thought I would do well on I did terribly and vice-versa."

\* "It has shown me that I can't do a lot of things at once. School is first and if I do not get it straight I could hurt myself."

\* "This class helped me a great deal in some decision making."

\* "I definitely learned what I expected to learn, although I found instead of giving you answers this class makes you think for yourself, which I think is important."

\* "But now I realize that things are not all that they seem."

\* "I leave with the feeling that I'm not quite as afraid to try math problems. There is a sense that if I just approach math from a reasonable and calm point of view I will be able to do it."

\* "Greater understanding and acceptance of people and ideas is the ultimate life-long goal. This class was one tiny step in attaining those goals."

\* "Before I started college I was never a big reader. I just read magazine articles. Being encouraged or forced to read books like these was definitely needed. I feel that in the future I will pick up a novel as opposed to a magazine."

\* "Being late was a problem... but I plan to do better because..."

- \* "I just looked over my mistakes and didn't go back and re-do my mistakes."
- \* "It is important that you learn things step by step. When you learn something step by step, you can comprehend something better. The order in which we read the books, was important in learning how to perceive novels and other materials we will read. It was also important to talk and write about each book."
- \* "Not being ready this quarter, has shown me what I sill need to do later to improve my English and my Math skills."
- \* "The things I learned most from the writing assignment is that there is always room for improvement, and the more you write the more you improve."
- \* "I learned the importance of having a goal set for yourself, whether it is school, employment or family, but first we should be true to ourselves and know who we are."
- \* "Taking this class really changed a lot of my lifestyle. It seemed like I try to apply the good habits of what I learned, to myself."
- \* "By participating in the class discussions, it helped me learn and understand more about the topics."
- \* "I learned to realize you need the basics in school or forget it."
- \* "I learned everything I needed to be able to know what my weaknesses are going to be."
- \* "I know if I hadn't missed all that time I would have learned more and gotten a better grade."
- \* "I think the best thing I gained from this class was practice at organizing, writing and correcting paper. It really helped me to learn the steps I need to take to get a paper done."
- \* "I have been learning to slow my thought process down, so that I might concentrate more on my primary topic."
- \* "The class had added to my personal growth and has given me the time to see or evaluate rather, what I need to do next quarter to make it a lot easier on myself."
- \* "Writing about the books made me see things differently. I took a slow time at reading the works rather than just rush into them. I received a better chance to understand the authors viewpoints and the way of writing."
- \* "I think only by practicing and learning to rethink a given

subject is the only way I have found to learn better."

\* "Do you know the quote 'If I can just start all over again I'm sure I will change some of my habits.'? Well I would start off with my punctuality of class assignments and essays."

\* "I have been prepared most of the time for the seminars and participated on an above average level."

\* "I think I have done a good job of thinking about the novels, subjects, films etc. and coming up with questions on observations..."

\* "This class made me curious to study psychology further."

\* "I did read all the novels and all the handouts. This is a great improvement."

\* "I think I need more work in critical thinking."

\* "I am producing more and at a higher quality than I have ever before."

\* "I'm not so sure I've developed my critical thinking skills, but I certainly exercised this skill which is why I 'm in school right now - to explore thoroughly what is currently going on planet wide."

\* "Because I'm personally involved in exploring our 'family system' right now using this class to look at the larger system of life patterns has been, next to working on my writing skills, the most exciting part of this class."

\* "By being prepared for class discussions and looking at my own goals for this class, I am taking an active part in my own education process."

\* "I believe that learning to examine oneself is a good quality, to self-criticize functions will in the learning process. It also helps to define goals and problem areas of the course..."

\* "I did greatly like dissecting the reading in class. It made me look for pertinent questions for our discussions."

\* "It gave me a good idea of the difficulty level of college."

\* "I found this area to be challenging and one ingredient necessary in developing critical thinking skills."

\* "This was sometimes difficult and asked me to do more critical thinking and analyzing of content. I found myself being critical of much in AE articles but I realize that part of learning is about

experiencing frustration without quick answers and I believe I have learned a lot of interesting theories and now can learn how to develop better questions."

\* "I enjoy the whole global aspect that one needs to think about when developing questions about our material covered or taught. This class certainly "primed the pump" in my case...however I need to do many, many hours developing my critical thinking skills so that the question I might ask will be substantive, I believe them to be somewhat thoughtful and I'm gaining ground here."

\* "I have gained through the better understanding of the materials that were chosen for this class and discoveries will continue on from this point... I've learned and have enjoyed the experience presented by Paula and Nancy."

\* "I find myself questioning a lot more than I did before because I have more information available to me. I'm going to continue exploring this area of study and learning and will take with me this basic round floor of knowledge."

\* "I do think that had I prepared more questions and dug deeper into the content I might have contributed more fully to them and they would have been able to give back. Learning occurs this way... correct?"

\* "I did learn a lot...I know what will be expected of me in my future classes. This course has prepared me for that. All the material we read did make me question the world and did point out things that never even crossed my mind, especially Ornstein."

\* "My critical reading skills have been developed however I need more improvement. I can recognize now a good sequence of logic and evidence and can realize when the writer is non-coherent - their writing drifts from the argument it is supporting."

\* "The self-evaluation approach to learning students strengths and weaknesses is great. Students and people in general seldom analyze their situations in terms of growth or health. Most often individuals critique their faults and form their goals to correct them. We often overlook the qualities we may be learning."

\* I find myself examining my actions and others outside the class often. I try to be objective in these inquiries so that I don't upset people by challenging their actions. This is taught through New World - New Mind."

\* "Before I entered into this class I did not have the skills to read an article and have any insight about it. Seminar helped and taught me how to do this."

- \* "...However I feel that me skills in critical thinking were vastly improved. I entered into this class with very little ability to read an article and receive anything from it. In terms of this I believe this class helped me greatly."
- \* "This class has made me think about many topics. Question have been many...During lectures and discussions questions would pop into my mind and I would ask."
- \* "Speaking and leadership skills - no problem."
- \* "My skills are good and have gotten better just my not relying on the teacher to spoon feed the answers."
- \* "By learning to write essays while also analyzing professional writings has expanded my perception to include the author as a writer, not just some body saying something."
- \* "I had already been introduced to the Holistic approach and this was able to further refine this understanding in the CSP 150."
- \* "Honestly examining my effort and learning is an ongoing process."
- \* (ALSO NOTED WITH A 4) -"Keeping a reading journal was a useful new tool although I think my skills at critically evaluating the material can be increased immensely...Critical reading skill are developed over time and I believe are forever improving."
- \* "I think that for me to get the concepts proposed in this book I'll have to reread it at a later date. It's like continuing education. This course will be with me several years from now in both practice and theory. Fantastic Voyage was the only novel I really enjoyed out of the three sci-fi. I found it easy to follow. The concepts were expressed in a social context and also a context I understood."
- \* "This quarter was the first time in my life that I have ever really studied to read material for class...I feel that this has helped me more than 100% with my education and my drive to learn. I feel that I did an excellent job of learning as much as I could and discussing it in class."
- \* "It makes me work that much harder to provide quality material."
- \* "I've felt more of a responsibility since the students are directly involved with the teaching in seminar, to come fully prepared to discuss the material."
- \* "I've kept a learning journal before, but it helped me feel motivated to stay abreast in the reading when I was required to

write about each of them. The journal also helped me formulate my thoughts for and seminar...I've always had questions about presented material. Since we were allowed time and space to discuss them I learned to organize them better."

\* "When I have the responsibility to check on my progress, I seem to be more aware of it and also the shortcomings I need to work on."

\* (ALSO NOTED WITH A 0) - "I loved this course! It was the first time that I was learning completely because I wanted to. Everything makes so much more sense when it's related!"

\* "I developed skill during this course to ask myself questions about what I read."

\* "I really think the journal is a good idea. I will keep on using it after this quarter.."

\* "I still have trouble focusing on specifics by I am aware of the problem."

\* "Being able to underline gave me a visual account of the astounding amount I have to actually learn. It was almost like a reward."

\* "I prepared myself adequately for every seminar. I enjoyed being able to debate the articles and realized early on that I wouldn't be able to do that if I hadn't read them."

\* "I learned quite a bit from the reading journal due to the fact that I had to read the articles more thoroughly. I wasn't just skimming through them as if they were something I didn't need."

\* "Unlike most in this class, I have no urge to continue to take psychology, but I suppose my mind is questioning certain principals of behavior."

\* "I've gotten a lot from seminar and taking some responsibility for the work I'm doing in class... to be prepared and participate in class. I believe I've gained real skills since the beginning of the quarter."

\* "I've been able to formulate questions but also am practicing listening."

\* "I have gotten a whole bunch of new information and am motivated to learn more."

\* "The reading journal was very effective in it's purpose of

getting me to critically think about the readings."

\* (ALSO NOTED WITH A 2) - "I developed critical thinking skills in seminar from listening to people's critical thoughts and often hearing those people and was better able to see how to go about doing critical thinking."

\* "Critical thinking... I'm learning how to do it!"

\* "I definitely improved my speaking skills and am happy with my performance as a facilitator."

\* "I have improved my ability to analyze writings remarkably."

\* "I have made much improvements in writing ability and have put much time and effort into this."

\* "I have learned much about sub-fields of psychology and found it interesting."

\* "I read the required material for seminar and usually had a question...As the quarter progressed I interjected more..."

\* "I think my journal was good throughout the entire quarter. I forced myself to keep it up to date and it helped. The journal brought out questions from the readings and it was a real learning process for me."

\* "By having to come up with questions for the reading journal, I learned a lot from the readings. I believe that is an excellent teaching/learning skill."

\* "The seminars were an excellent opportunity to develop and assess leadership skills. I grew a lot in this area...afterwards, I was able to see my mistakes and learn from them."

\* "I feel confident that I learned what I needed to know."

\* "This class has turned me back on in the scholastic sense."

\* "I feel better about myself for going out and finding something out about it (AIDS). I don't usually do that, but I am rather glad I did...I am sure that my ways of reasoning and connecting have changed quite a bit. I've been able to use some illogical skills...to use some illogical conceptualizing, especially when figuring out societies role in the epidemic, and why the government has done virtually nothing compared to what they have done for other diseases."

\* "The ideas of giving knowledge through lectures plus reading and understanding through seminars were new to me, but easy to get used

to and effective."

\* "I felt I had a pretty good understanding of the disease only to find out I was just scratching the surface. I am angered that more attention has not been given to the AIDS epidemic from our government as well as the media. I have begun talking to my friends and family about AIDS I feel that they need to know at least as much as I do about it."

\* "It was my own observation that many articles I read would contradict each other."

\* "I never thought of it as a burden to read. At the beginning of the quarter I did, but when I realized just what I was getting out of them it certainly changed my attitude."

\* "...I just caught myself doing something I don't like doing. Recognizing someone for their differences or disease...I want to be accepting as he is, and to appreciate all that life has to offer."

\* "I enjoyed doing the research paper. There was definitely was a sense of accomplishment once it was finished. I learned to organize my time, passed up opportunities to go out with friends and even checked out some of my library books twice. I did enjoy the subject I was researching. I think I would go about a research paper a bit differently now. I'd choose a subject that had a bit more controversy that I could form an opinion on. We live and learn...I know my attitude has changed thanks to CSP 200. Where do we go from here?"

\* "I think that the most significant learning experience I had this quarter was realizing the depth and repercussions of my own stereotypes and prejudices."

\* "The topic I chose was 'systems theory'...There is no regret in having chosen this except that it was too broad a subject to complete a paper on in four weeks. I took on a project that will be more appropriate at a further point in my education."

\* "It really helped me get beyond my embarrassment over candid sex conversations when the whole class was asking honest questions."

\* "I've also acknowledged the fact that I have a tendency to try to fit every thing into a definition. I'm learning that two opposing ideas can coexist and both be "right" for the different people involved. Morals are not universal, but situational."

\* "I saw how our society still mirrors society of centuries ago in the way we look for scapegoats, fear what we don't understand, and allow spirituality to be institutionalized. I understand the that

the conqueror writes history and what we know of the past is one-sided, not the absolute truth."

\* "As individuals we have the ability to affect other people in society through our becoming more aware. I have realized through this some of my own ideas and prejudices I came into the course with."

\* "This whole class seemed to me to be a good reflection on how we think the way we do...the issue of AIDS has become an integrated part of my life. Beyond my own awareness, I hope that morphic fields work and that I can have an impact on others...A really positive aspect of Coordinated Studies for me has been discovering the process of education as being continual, and not a series of abrupt endings and new beginnings."

\* "I feel strength gained from this course...strength through knowledge. Things I did not know before, I would not question or challenge. Now I see the importance of questioning - myself, as well as others. I'm thinking deeper. I try to understand other people's perspectives. I watch closer. I am more alert of my behavior and others. I'm beginning to question them while trying not to be preachy, but concerned."

\* "Seminar papers were effective. They helped me concrete my ideas or questions. I made a point for myself to use seminar time to learn from the group about things I didn't understand. Seminar was great for realization. I also learned through questions raised by others. Now I don't think I should feel dumb about asking questions. Why should I be ashamed to learn?"

\* (ALSO NOTED WITH A 1) - "I feel as if I have accomplished my most self managed learning to date. The combination of directed readings plus lectures and presentations has led me to what I consider are valuable ideas and conclusions and, although they were not unique, the feeling I arrived at them myself has made them very much my own."

\* "Like my brother, I feel as if I am an alchemist of sorts - researching life and my school experience is not focused so much on attaining expertise as acquiring tools for getting and using knowledge."

\* "The different material presented has given me a great deal to think about and answered many questions while, at the same time, generated other I have yet to thoroughly look into...There has been a great change in either my learning style or how I am processing the information I am receiving."

\* "I plan to keep a personal journal as a means of keeping in touch with what I think. Previously writing has been an area that I

haven't been very comfortable with and I now believe that the more I write the more useful it may become to me."

\* "Classmates during seminar have questioned the definition of those boundaries, freeing me from the trapped language that often surrounds my abstract ideas and way of thinking. One of my biggest accomplishments of this quarter comes in understanding the obvious. It seems to me, the very thing I overlook."

\* "It seems to me that the learning process gives more gathering time to explore, unite, and absorb, then it gives to convey the experience...and bringing me to a closer understanding of my purpose in life. Because of this I was able to explore the subject of AIDS in a very personal, compassionate way, by deeply exploring the depths of my existence. By choosing to do a research paper on death, I have therapeutically worked on my fear of victims that die from the AIDS epidemic."

\* "I sometimes feel as though I am waiting for the interesting, stimulating material to come to me instead of making it that way. This is my education and I am being unfair to myself if I allow myself to become so narrow that the instructors have to infuse me with knowledge. During the AIDS sections I made the material stimulating and exciting, and it was. Consequently the AIDS sections and my new views helped to reshape and define the entire course and as a result, my existence as well."

\* "I effectively made the class personally meaningful by choosing to validate my own existence within the context of the class itself. As a result of this research I have been able to nuke the "martyrdom complex" and realize that it is not effective nor required for me to behave this way. Immediately after this realization I was able to write my congressional reps and tell them what I think about a war in El Salvador. This turned out to be a very empowering event for me and it was a result of making this class work for me."

\* "But I felt free to make the class into what I wanted it to be. This is the magic of Coordinated Studies. It gives the responsibility of learning in a manner that is right for the individual, to the individual instead of trying to force people through a rigid and almost meaningless curriculum."

\* "...A lot of this program seemed to be saying "here is the information or opinion, now what are you going to do with it?" Even the guest speakers gave me that impression. I felt free to come to my own conclusions and do what I felt should be done with the information."

\* "...It took my research to a deeper level...My research was an

important part of bringing the class full circle for me. I found the lectures very enlightening and especially was fascinated by the biology of viruses."

\* "I feel much differently about AIDS...Some of the readings we used in class made me uneasy and even angry...We didn't really get into the aspects of health care or the possibilities for treating AIDS. It's something that I learned on my own, and it's something that I'll continue to study and work on for a long time."

\* "The 13th century is a little less vague to me after participating in class. I was able to make some connections between this period and contemporary times."

\* (ALSO NOTED WITH A 1) - "Working on the research paper was a very valuable, if not a torturous experience for me. I really learned a lot about how to access information from the library, and the writing process helped me to organize my whole understanding of the political side of this epidemic. I think I have become a little more radical and angry as a result of doing this research on ACT-UP. I have begun attending their meetings and after doing extensive research on the history of the organization it was pretty easy to plug into the group and have an understanding of what the issues that they were addressing are about."

\* "I realize now that taking "Of Body and Mind" has truly put me in the position of becoming my own teacher and a guide to what I can learn. Luckily we as students were not subjected to day after day of monotonous lectures and note taking, and then later forced to spew back all of the memorized statistics in a test. We found that it was turned all around when we were responsible for teaching the class a section of the reading material or of the functions of an organ. And we had better learn the information, and learn it well for the entire class was dependant on our mastery of the facial muscles, or the functions of the nephrons. I discovered the true magnitude of responsibility that a teacher is required to have...Most importantly I learned that education is not all instinctive, but requires a large amount of effort. But fortunately I also learned how enjoyable and intriguing deciphering the mechanisms of the sympathetic nervous system can be. In high school it was rare that I would turn up an enjoyable night of romping around with my friends to stay home and become absorbed with an introduction to psychology book. But then again, that was an entirely different format of education and one where I had little input as to what was required learning. I have always loved the pursuit of knowledge, but in this class I somehow felt more in control of my own destiny. It is not the subject matter but how you use it."

\* "Something that I overlooked is that I was unprepared for the

pressure school places on people. When I feel that a mandatory task needs to be done, I get a pressure to do any thing but that task (in this case it was anatomy). Soon all three subjects became affected by my depression-procrastination and was too late to improve or make-up. From this I learned a valuable lesson in self-discipline that will definitely be used in future classes."

\* "One thing I did notice is that everyone learns in different ways. I have the ability to retain information but I retain it much better by feeling and participating in the work of things. Such as in anatomy lab. The directive was much more important to me because I could visualize the experience and would remember on a quiz how the function worked."

\* "If I had learned nothing else, the power of determination that I must give myself credit for has been of great importance for me. I'm breaking old patterns and attitudes about myself."

\* "I know that I have potential and I have yet to reach it. This is what I will bring out of the CSP class and I will work to improve on my faults."

\* "I constantly mark up my book and write side comments and questions. They come out in seminar just as well than seminar papers."

\* "Many important lessons come about during the research part of this quarter's research paper. And many more come while writing the paper. Some of the lessons I learned how to find the information I want in the huge, sometimes intimidating U.W. library system."

\* "I think that seminar did two things for me. It honed my debating skills, and gave me at least some insight into which aspects of my social skills needed some work."

\* "Doing these assignments has stimulated my thinking greatly. Writing about the books let me look at the point of the book in extreme detail. I was able to synthesize the data by writing about it."

\* "I must, starting very soon, begin studying more about this crazy thing called science, until either I die or my brain explodes. You make the call."

\* "At the end of the course everything seems to have come together each subject both supporting, and feeding off of every subject. And I really liked it."

\* "Seminar discussions were extremely valuable! Many times I went

into seminar thinking I had something completely figured out, and would leave not knowing where I stood. This was great, as I was re-evaluating my opinions and changing them to fit the new information...In addition, I'm beginning to realize how interconnected everything in this world is."

\* "The books and seminar helped me to put together a more solid comprehension of the material and ideas being studied."

\* "I'd say this class had hit that mark. I have had many questions answered only to have new ones take their place. I do believe it is true that the more you know the more there is to know."

\* "I have also gained a better understanding of the possible roles I can play in casting an influence on the use of scientific knowledge and of the many ways science has, and will continue to, influence my life."

\* "Writing and reviewing the papers helped me express my reactions and understanding of the material we covered. In the process I found myself exploring not only the direct information from the reading but also tangent ideas inspired through considering the diverse areas of influence the information reached."

\* "Since having taken this course, I have found that I look at my world differently."

\* "From having to address the topics in books, and looking further by connecting lectures, videos and other books into the writings, I would often learn more than what my original thought for the writing had been."

\* "I also feel a bit braver, or open, to explore new ideas and technologies, as well as be wary, in a critical way that comes from objective thought instead of uninformed and emotional thoughts. I found that what I believe to be my god is still in tact, affirmed, and strengthened by having studied in this course."

\* "I am now able to openly look at such an article regarding science and either be able to understand it or at least be able to comprehend in certain situations, that the person is talking about. I have a much better understanding."

\* "This class has sparked an interest in the sciences. I have realized how important it is to become knowledgeable about science, so I can make intelligent, conscious decisions about the use of scientific discoveries."

\* "This class has shown me that though there is much for me to learn in this world I am not, at this time, compatible with "educational systems."

- \* "I fell I now have a universal sensitivity, a sensitivity and awareness of other people, and of the cosmos in general."
- \* "The writing component of this class served to tie everything together and forced people to distill and compile information."
- \* "Writing about what I was simultaneously thinking and reading about put a lot of things into perspective. I have changed some of my philosophies drastically."
- \* "Things that helped me learn were the people around me, the easy familiarity of my particular seminar leader."
- \* "I found it easier to express my ideas and ask questions which is a very important part of the learning process...It will be difficult for me to take a class in the "traditional setting". I have finally become excited about learning and about school."
- \* "I think that I will be more prepared for my classes in the future because of this class. It has showed me that I need a lot more control and discipline to succeed, not only in school but in life."
- \* "My view of science and it's role in my life has done a 180 - awareness of my responsibility to be current with science."
- \* (ALSO NOTED WITH A 4) - "and boy am I clad for that because my writing and math suck. I do feel my writing has improved during this class but I've got a long road to travel."
- \* "I've covered a lot of ground this quarter in understanding and in discovery."
- \* "I was still unable to escape the self-ridicule of my hopelessness in math."
- \* "I have gained a new outlook on science from this class. Before, science always seemed to be some vast institution that allowed only certain people entrance. It was on some imaginary pedestal. I now see that science is just another form of human creativity and that it can be a very fulfilling subject to study. Because of this class I am not intimidated by society's myth that science is only for the geniuses of the world and I plan to study it further."
- \* "The fact that history is distorted...Now I come to the realization that I have to be skeptical of what I read."
- \* "This course has enlightened me greatly n this subject by studying the lives of many respected scientists who wouldn't fall into the category of true empiricists."

- \* "I think the greatest concept I grasped from our work this quarter is the world's need for better communication skills."
- \* "I saw the beauty of art was also important in science and math. I was that the most important element of all was the human element. The willingness to step outside of traditions, paradigms, and dogmas, to create, rather than just relay information. The human element provides imagination, fallibility and emotion. These qualities are equally important in all of the arts and sciences."
- \* "The seminar gradually helped me to involve myself in learning."
- \* "My level of consciousness has changed and improved."
- \* "I feel I'll have a better understanding of the advances that are made in science."
- \* "After this class, I feel like I can read anything."
- \* "All that I am sure of is that there are some things that I will do different next time."
- \* "All of the writing in this class made me realize that I have a lot to learn, but I am improving at a very fast rate. I know that my writing is getting much stronger."
- \* "I tended to get hung up on the purpose of the scientific endeavor and the questions it will always leave for me."
- \* "At times my discipline in this area was lacking, but I think these times were as much a reflection of the group as well as myself."
- \* "The writing forced me to go over everything again and make sure that my ideas were not in complete conflict with the evidence."
- \* "The class caused me to look at my life and what I do very critically."
- \* "My punctuality is an annoying problem that I never seem to put enough emphasis on rectifying and I realize how much it has affected my work and learning during the course of this quarter...If I had spent more time out of class on work for class I might not have fallen so far behind the proceedings...Steps will be taken to remedy these faults in the future so that my education does not become a waste of time and money."
- \* "The discussions in and out of seminar are a great method of exposing how we all interpreted what we had read and how each of us were able to make certain connections to the other material...Now I know the necessity of being more prepared than I actually was."

- \* "This class has inspired me to be more aware. Aware of myself, my community, my family, and more aware of this earth, as well as being aware of the universe and our meager existence in it."
- \* "I learned that authors are as prone to pass their opinions off as fact and we need to question everything."
- \* "I learned from the writing assignments, that points of view are very arbitrary. And I learned I write fragmentary and/or run on sentences."
- \* "My ability to discern between a valid and an invalid argument has increased."
- \* "I don't know if this class has taught me the "right thing to do", but I do know it has helped me learn more about myself."
- \* (ALSO NOTED WITH A 0) - "My goal is to someday reach Aristotle's 'Golden Mean'."
- \* "...by being required to come up with a personal moral philosophy I had to rethink what I actually believe."
- \* "I am much more aware now of some of the problems facing our world...I will be able to put the knowledge I have received into practical use as I became involved in fighting for the causes I support. Individual action in order to promote social change is of prime importance to me, and I plan to use my skills of persuasion, especially in written forms, to fight for social change."
- \* "I have gained in the understanding of other's values and the reasoning behind them."
- \* (ALSO NOTED WITH A 0) - "The subject matter of this particular course will definitely have a lasting effect on me. I will question where I once only expected. My awareness of myself and my actions has deepened. This class has provoked me to study each of the subjects more deeply, because I want to, not because I have to."
- \* "...I feel I have learned a great deal from this class. I don't think I will ever view another situation without wondering what category of philosophy it falls into."
- \* (ALSO NOTED WITH A 0) - "I realized that even the basic things we do and take for granted in everyday life has an effect on our environment and the lives around us. You can't teach without example and you can't learn without being open."
- "Through these reading I learned to look at the world through

more critical and analytical eyes."

\* (ALSO NOTED WITH A 0) - "Taking this class has made me vastly more aware of the problems facing mankind in this day and age and also given me the incentive to try and change it. What could be more important than this?"

\* "The essays I wrote this quarter were predominantly subjective in nature and demanded self-examination and reflection."

\* "...but the experience of writing has been a good exercise in conveying my thoughts of paper."

\* (ALSO NOTED WITH A 4) - "Doing these assignments has stimulated my thinking greatly. Writing about the books let me look at the point of the book in extreme detail. I was able to synthesize the data by writing about it."

\* "I have gained a better understanding of science and its workings. The influence I expect to feel most heavily is one of intellectual molding."

\* "Now that I have a point of reference I will read more."

\* "Writing about the books, particularly Gould, helped me examine the material closely and spend some time figuring it out."

\* "This class has given me the fourth dimension...The definition of a good class for me is one that makes me more aware of something or someone....Humility is something I've gotten out of this class. Maybe perspective is a better word. I now have a more realistic perspective on the universe."

\* "I've now clarified that to accept the value of science, while still able to condemn its misuse. I feel more able to relate to a wider diversity of people of all sorts."

\* "I have gained a new outlook on science from this class...Because of this class I am not intimidated by society's myth that science is only for the geniuses of the world and I plan to study it further."

\* "...but by the end of the quarter when I finally recopied it so I could print it, I couldn't believe how bad it was."

\* "I never thought that finishing a challenging book and having a good knowledge of what the book presented could be as rewarding as winning a football game..."

(ALSO NOTED WITH A 0) - "Second, I think that this class has

helped me to gain the study skill I need to do well in college in the future."

\* "Now I come to the realization that I have to be skeptical of what I read. This is definitely overwhelming...All I can do is approach my future with an open mind."

\* "The writing assignments were the most difficult for me. The writing helped to clarify my thoughts by forcing me to justify my opinions throughout."

\* "When writing new papers I always read through my old ones."

\* "The main thing I learned from our class materials and books was a way of building information or knowledge for me...Now though, I have a long list of books on my list waiting for me to read. I also plan to add to my time line through school; this sounds fun to me."

\* (ALSO NOTED WITH A 0) - "and now I have found out how personal my education is; it's not for the machine, it's for me."

\* "I feel capable of reading scientific articles and being able to derive at least the main drift of the discussion. One consequence of the realization is this stronger than ever feeling of becoming a more active, more responsible global citizen. Also, as a parent raising three children in a high-tech world, I feel that my understanding of the world around us (the laws of nature) will help me increase their level of understanding and hopefully prevent them from being limited by science-anxiety...As an adult I accept responsibility for my own learning and I really enjoy being able to fully take that responsibility."

\* "I'm ending this quarter with not only a strong sense of why and how science works, but also with a set of invaluable reading, thinking and writing skills that will benefit me immensely in all future endeavors."

\* "I have missed out on a lot of good reading, and my bookshelves are stacked with books that I have been intimidated by and never read. This week I plan on curling up to a lot of them. After this class I feel I can read anything."

\* "I think I went away from the class with more patience for people. I feel as if I will be able to relax in groups more now that I have participated in several stages of the group process."

\* "As a budding sociologist at heart, I have read many books similar to those read in class and I now realize these have had a profound effect on my belief system. I found myself wanting to add

these bits of perspective but was unsure of their relevance to our group discussions. During seminar I became thoroughly frustrated with what I felt were unthought-out opinions. Everyone had something to say, and some like the sound of their own voice so well that they could not listen to others. This taught me more than anything else for I began learning patience and tolerance. Without these two valuable things we can never learn from one another. Lack of crossover knowledge leads to prejudicial attitudes which leads to fear, which leads to hate, which leads to war, which leads to death."

\* "This class got me hooked into school. It consumed all my time and thoughts throughout the quarter and this has never happened before. I'm more involved, aware and concerned with what is happening at school since taking this class and i think it's mostly because of the people I have met."

\* "this class really has changed me in so many ways, I could go on and on. But I think the biggest thing was it just made me "think" so much more about everything around me. And not to just accept everything that I read or is told to me, but to challenge it and come up with my own idea of what is 'right'."

\* "Again, this is a combination of the class and personal life; in fact, this class seemed to me more a "way of life" than "just a class", and I think the experience I had with CSP 250 will stick with me for a long time."

\* "This class has opened my eyes and given me a sense of personal fulfillment."

\* "I was able to bring out my creativity by being able to use personal experiences in my papers."

\* "I probably would of put off reading Faulkner for a few more years without this class."

\* "This class had helped me. It has increased my knowledge and way of thinking. I've learned more medical terminology and the functions and locations of the body."

\* "I learned more about the books by writing about them. I was able to analyze the characters and various parts of the book. my writing has improved dramatically."

\* "The biggest thing I learned from the books I read in Of Mind and Body was to think critically."

\* "The self help encouraged us to bond with others and share knowledge and learning experiences."

- \* "...but found it to be a good learning experience to analyze why I didn't like it..."
- \* "I am anxious to begin sorting weeds from the flowers, undeterred to dig deeper when searching out the roots of a particularly thorny bush, and eager to plant and nurture the seeds of curiosity."
- \* "It helped to develop my own reasoning by connecting thoughts through verbal communication."
- \* "I do not usually read these types of materials but I believe that I will in the future."
- \* "...everything we read was thought provoking and resulted in an intense reaction. Even the economics and law texts gave new insights on how we intend to react with our world."
- \* "...when I read about an issue today, it's important to forage through all the B.S. and propaganda and break it down to straight facts. From here I can then come to a semi-educated conclusion or opinion on my own."
- \* "I will now consciously seek out other works by this author."
- \* "This is the first class I've had in a long time that I've really been into. Because my attitude was so positive, it reflected in my work."
- \* "I also hope to become involved in environmental groups and devote both time and money - I don't know if I would feel this way if I didn't take this class."
- \* "That there is no one right or wrong solution."
- \* "I really began to enjoy the research papers."
- \* "This helped me to re-evaluate my views."
- \* "The English essays forced me to use my brain and imagination."
- \* "I think because of law and economics I can think things through and reason better."
- \* "I do not usually read these types of materials but I believe that I will in the future."
- \* "My writing skills really didn't improve great deal, although the thinking process behind them did. I became more analytical in my approach towards my subjects."

- \* (ALSO NOTED WITH A 2) - "In addition to speaking and writing skills we as television professionals are going to need to be able to define and handle ethical problems as they come our way. One of the most memorable learning experiences for me was our enactment of the "Metro Drug Test" case. We had to think fast and defend our actions. I had a lot of trouble defending the position I didn't believe in. There is something to be said about knowing both sides of an argument."
- \* "I have learned how to view television critically. I have also learned bits of philosophy which I would not of otherwise been exposed to, and this has opened my eyes to a new way of approaching life."
- \* "Ethics and Images was a very thought provoking class and has taught me to see all that is going on around me both on and off the television screen with a more critical and questioning eye."
- \* (ALSO NOTED WITH A 2) - "The first being that I do not learn well in a lecture environment, secondly, that I learn best from watching and comparing. And third that ethics is even more interesting than I had thought it would be."
- \* "I learn best from the use of visual aids that the instructor actively uses in explaining their subject."
- \* "I have seen new ways to break up the classification of attitudes and views...."
- \* "The most valuable aspect of this process was probably the whole active viewing thing; learning to be educated critics."
- \* "Hopefully this class has helped me to view films and television more aggressively."
- \* "...while my own lecture proved to be an eye-opening experience...I also made a mistake in admitting this before class...I neglected to note the time I started, nor did I realize that I had more material than my time permitted. The lack of this sort of organization resulted in my less-than-comfortable demeanor..."
- \* "...but the process of investigation and discovery has begun."
- \* "I felt that my critical and analytical skills in terms of viewing and critiquing films were heightened."
- \* "I realize that we will eventually be in a position where we will have the ability to reach and influence many people. Last quarter I had a lot of questions as to my 'responsibility' in television."

- \* "I felt it also applied to the work we as a class will eventually be a part of. Morals, ethics, and the understanding of how each situation needs to be handled was extremely helpful and knowledgeable for me."
- \* "I find myself watching it very objectively. I don't believe half of what I see, and I am very distrusting and always on the lookout for corruption on the set."
- \* "I have come to the conclusion that I really don't think they are ethical; most of them. I know the events really didn't happen exactly the way that they portrayed it, so I don't want to watch it all. It bothers me that these types of shows are so popular now and people really like to watch them."
- \* "Overall the class has taught me to think about what sort of ethical decisions I will have to make in the future."
- \* "The critiques also helped me to become a more active and responsible viewer."
- \* "This was due to the fact the students were allowed to ask question. I learned that questions must be asked to get answers. The lectures were presented in a way questions should be asked and this worked for me."
- \* "I learned that there is a time to be true to yourself and a time to work with the system. The allows for decisions to be made based upon the information gained through lectures and the moral ethics instilled in the individual."
- \* "I thought that I was an active viewer before this class, but now I am an active viewer. I not only look at television in a constructive way, in a way that I can realize what is wrong with the picture, but also in a way to see how I can help to make TV better. My level of TV consciousness has been raised."
- \* "Most of the information and topics were depressing as hell by also the coping skills that were developed wouldn't have been gained if I didn't finish the quarter."
- \* "I've never read so many books in such a short period of time - if anything I've learned how to skim material, and extract only relevant information; as opposed to whether Sir Cousey was really bald? I also probably tackled too much work outside of school, leaving little or not time for papers that should have been written with more energy."
- \* "I can imagine myself one day, when I am older and wiser, picking up these books again and really delving deep. As I look at them

sitting in a neat pile on the desk next to me, I wonder how the rest of the class felt about them. I never thought of it as a burden to read. At the beginning of the quarter I did, but when I realized just what I was getting out of them, it certainly changed my attitude."

\* "And now that I have extra time on my hands, I can do all of that extracurricular reading. My interest in women through history has brought me to buy this book - 'The Underside of History: A View of Women Throughout Time', by Elise Boulding. I also want to read the book about death and dying. Familiar book, unfamiliar author. I know now how much I sheltered myself from reading. You never know how much you appreciate books and what you can learn until you actually pick up the books and read them."

\* "On of the best parts about the second half of this program was the guest speakers and presentations. I enjoyed them all very much. The ones that stand out the most in my memory were the speakers from POCANN and Multi-Faith AIDS housing project. Somehow, it really hit home the fact that we need to use condoms when someone hands you one in the middle of your college class. It really helped me get beyond my embarrassment over candid sex conversations when the whole class was asking honest questions. One of the most insightful moments during the program was when Nikki got up and walked across the room and got some condoms. Wow! That took guts, I thought. It was then that I started questioning why it was so hard for me to own up to my responsibility as a sexually active person. It occurred to me that by denying that I was sexually active, that I was putting myself and others at risk over my own moral dilemma and embarrassment. I realized that this denial on my part was just as stupid and detrimental as the conservative fundamentalist that oppose the showing of condom commercials on television. Imagine people actually dying because someone's embarrassment stood in the way of their education. Dying of embarrassment - what a paradox! Another effective experience was when the man from the AIDS housing project spoke. It made such a huge difference to hear someone speak that actually had the disease. It was much more rewarding to me than a million books and handouts might have been."

\* "As it was, I don't think I got much out of this transition period except a sense of wanting to study the history of alchemy in more depth at a later date."

\* "By why and how do we allow the medical community - both research and treatment - to control the fate of its patients throughout the high cost of medicine? To me the medical community is exploiting this disease."

\* "Most importantly this class has reinforced my commitment to

education reform. Learning is not only reading material and then writing about it, but it must also include discussion with others who may have a different perspective of the world."

\* "So as we wrap up the quarter, I've decided to carry on into tomorrow by devoting my extracurricular life to finding the true meaning of 'insufficient holism'."

\* "But I will strive to find my voice and what I may really mean is that I will find the voice that most fits the way in which I am perceiving this life. I can only trust my instincts, and so far they have led me here; to places like coordinated studies, back to school at age forty three, and exposure and reflection of myself to this time in history. It has been nothing short of rewarding, this co-ordination of life."

\* "Digestion is a good thing; it facilitates learning because there is a process of evaluating the new material, comparing it to old, and also personal experience, and coming up with a synthesis."

\* "It was great getting a sense of culture without television and radio. The Canterbury Tales were interesting in that they were lessons without lesson form. This alternative teaching methods should be looked into for schooling right now."

\* "It may not have been as much as if I would have participated more, but I think it was enough to make a difference in the way I go about living my life."

\* "I know we talked at mid-term about me taking notes while reading and at this point I guess I am not ready to practice that method of learning because I haven't done it at all, although I tried on more than one occasion."

\* "I never will be done with lessons I learned this quarter. They will be with me for the rest of my life whether I am unaware of them or not."

\* "In all these I challenged my current myths about the world. I feel like I have been thrown into turmoil, and that nothing clear has come out of it yet."

\* "I work more deeply with my own issues around death, medicine, and society by connecting the work and my research to a situation close to me."

\* "I will be studying myth and educational systems. I can continue to consider all the same questions that I pose. This time it will be using myth and learning itself to help me to understand the world and to find my place in it...My experience of centering in my

writing, and in using a major writing assignment as a vehicle for learning, was a powerful one. I intend to carry this into my education and my personal life. I am, as a result of this course, looking into storytelling as an outlet."

\* "Most of my research had involved readings on various religious philosophies. Unfortunately near the end I felt I could no longer write a paper removed from my changing beliefs about the validity of religion. I chose a new focus which tried to deny religion the trait of common sense."

\* "What does this mean to me? I cannot begin to examine this point either. What is the meaning of transformation? What does it mean to learn? Not only are these questions that I ask in response to the question, what meaning does this class have for you?, but these are questions that I learned to ask in this course. What is knowledge? Is knowledge a vessel of meaning? Can you know something? If so, can you know something without giving it meaning? Or is the meaning that we give to something all that we can know? To me these are questions of the utmost importance. These are the questions that explore fundamental premises in our thought and our culture. And if we are to change at all the way in which we regard disease, death, to the world in general, then we must elevate those things that we do not question."

\* "We seem to be all too willing to adopt a New World View as soon as one is handed to us. I think that this indicates foremost, our displeasure with the current systems of thought and action. It also eerily reminds me of the 1984ish ability to doublethink and adopt a new set of reality facts without so much as a backward glance or future searching question."

\* "I just reread my notes and rough drafts. It's so neat to trace the development from tentative hypothesis to finished product. I am shocked that I could set out a thesis with almost no knowledge and not change my topic six times. I am much more capable now of asking a question, finding an answer, and expressing it. As AIDS moves into the heterosexual sector of society, it will be interesting to watch as society tries to edit its propaganda to fit the new paradigm as it changes from AIDS being viewed as God's wrath on sexual deviance, hedonism and poverty into AIDS meaning nothing more than that you are ill. An interesting point which was never brought up in class, but was highlighted by the visitors from the Multi-faith Hospice, is that so many more men have been infected with AIDS than women. This is already putting women in the role of caretakers. Could a matriarchal society (re)emerge?"

\* "I broke through the wall of the paper and read and researched myself rich not only in medieval history, by about many why's, when's and how's concerning plant diversity, what can be used from

the current technologies and what needs to be discarded, where our dependencies are and where are our strengths in agricultural systems."

\* "So when I look back at what I've learned over the last quarter, I realize that my life has changed already because of it. Not only have I learned it, I've integrated it into my being. What more can you ask for from an education?"

\* "It makes me wonder if this is due to the fact that I've never been intimately exposed to religion of any type, and have recently developed a certain spirituality about nature. In any case, it took my research to a deeper level and made me realize the fact that Christians have written most of our history books. My research was an important part of bringing the class full circle for me."

\* "I don't want to discount these things, but the most important for me has been inner learning through these subjects, learning who I am and what I think of the information being presented to me."

\* "From the boundaries of the classroom and limitations of my mind, came my biggest achievement in this class and that was being able to tap into my unconscious. This class affected me deeply and although I dealt with the sorrow and the pain of the information in an outright fashion, I got to deal with my sub-conscious in the dream state as my indicator of development."

\* "In a sense I feel strength gained from this course. Not strength through a felling of safety in numbers, but rather a strength through knowledge. Things I did not know before, I would not question or challenge. Now I see the importance of questioning - myself, as well as others."

\* "Other issues in my life seem to pale in comparison. I know that this suit is rented and someday I'll have to give it back. I am trying to practice disciplines that will allow me to grow. Realizing, then letting go of the old dusty habits and poorly thought out beliefs and structuring my life around beliefs that have been diligently broken down, finding truth."

\* "What I really want to know since the 'Supreme Being' questions is, at best, moot, is just what it is that makes God such an attractive concept to so many of us. I want to know how and why God is so popular."

**APPENDIX H**  
**COMMENTS LABELED WITH A "4":**

Task force readers said students in these statements from their self-evaluations indicated the following learning had occurred:

**FUNDAMENTALS**

\* "In my writing I learned that I have absolutely no social background. Believing I've improved, knowing I have mass room to improve, I think now more in an ordered sequence with a point to consider and not meander from. I did not always hand in papers on time; I was fighting severe mental block."

\* "The books we read in this class gave me a lot more insight on the medical profession than I thought it involved. I don't often read these types of books, but I did enjoy them for the most part."

\* "The writing assignments I found to be very helpful in improving my writing skills. I learned to be more aware of my grammatical errors as well as punctuation. I also learned to put more emphasis on the quality of my papers and the messages I was trying to get across."

\* "The writing assignments made me think and concentrate harder on the work. I've noticed that my writing skills are improving. From reading the books and writing about them, this made it very easy to remember what I've learned."

\* "I think the writing assignments were very helpful, because my thinking has become more clearer and I've learned to recognize mistakes in my writing and correct it. Writing about the books made me understand it better and expand my interest as we read more of the books. The hardest part though was having to do heavy thinking and put my knowledge of the subject on paper, and revise it so it would be more clear...My writings are much better and I got the chance to read more."

\* "In writing assignments I learned more of what I thought I knew. My writing improved because till now I am more aware of antecedents agreement, punctuation, parallel structures, and being more creative. Writing about the books helped me understand, because I was allowed to express how I also felt. In revising I had someone do it for me and I did hand my papers in on time, I think."

\* "The writing assignments really broadened my horizon. They helped me realize the various ways of writing and how to make it interesting. It also helped me correct grammatical errors that I had been doing. Writing about the book made me think more. It was kind of like a small challenge to read about a boring book. As for revising my papers, it helped me a lot. I handed in almost all of my papers on time, except for the time I fell from the stairs."

\* "I definitely learned about analyzing and interpreting literary works and I feel I have the skills to use them. I have gained a basic understanding of psychological concepts, methodologies, vocabulary, research findings and basic principles of behavior; through learning about these things I definitely gained an appreciation for the large scope of psychology."

\* "My speaking skills have always seemed quite adequate although during the time of this class I have found myself thinking more about what I'm saying and how I'm saying it. This is nice; I feel as if I have become much more eloquent."

\* "I've learned my talent lies in creative writing rather than a structured assignment."

\* "...And now I have an interest in reading more."

\* "I think that learning by having to figure out the meanings of actions and symbols helped me to go beyond the obvious, and into the intricate details of the issues involved in the multi-cultural arena."

\* "I guess the writing assignments and group projects brought about the same introspective mood in me, as did many of the reading assignments, and forced me again to analyze my values and actions or non-actions for what they were really worth."

\* (ALSO NOTED WITH A 0) "The writing assignments in this class were very difficult for me. I exposed myself to writing about things and issues that have deep meaning to me, which was new."

\* "Unfortunately I didn't put enough energy into my papers as I should have."

\* "I am quite new to writing paper and journals and so found this course challenging. Last quarter I found the writer in myself for the first time and I blossomed. I wanted to write all the time and did very well when I did. This quarter I came quite quickly to the edge of my abilities and so was forced to stretch the boundaries of my writing. In the process I learned a lot about myself and my true abilities, as opposed to my perceived abilities. The revising and editing of my papers is still difficult for me, but each time I do it, it becomes easier (thank goodness). Most of my assignments have been turned in on time."

\* "I can't believe I read all these books in 12 weeks...that must be a record for me!"

\* "After being out of school for 5 years I had little confidence in my approach to paper writing. When I began to write my papers my

confidence grew and my papers turned out fine. My desire to do research and learn skills on how to do research grew as well. I asked a lot of questions at the Seattle Public Library and got excited when I'd finally discover proper information for my paper. All the writing assignments in class helped me to feel secure in the person that I am and assisted me in furthering my skills both technically and psychologically. My writing skills were tested, for I don't consider myself a good speller, so constantly I was referring to a dictionary or some other guide. I know my spelling has improved over the past 12 weeks."

\* (ALSO NOTED WITH A 3) "My thinking has become more confident and individualistic. I've always followed rules and never stepped out of lines much, but during this class the teaching methods enabled me to feel good about whatever independent viewpoint I might have had and encouraged me to share it."

\* (ALSO NOTED WITH A 0) "The writing assignments were open, meaning the students were able to express their creativity from any perspective we chose. I turned my papers in on time. I also learned how to see my run-on or incomplete sentences. Spelling got better after my first paper. Writing about books helped me see subtle images the book had. Analyzing the books gave me a clearer understanding on the material."

\* "To say the least I've been surprised and confronted by the thought provoking and well written literature in this class. The books I've read have proved to be real 'soul searchers' that stimulated personal ideas and feelings."

\* "I blew myself away with the quality of papers I turned in this quarter. With every paper my grammar, mechanics, and context improved."

\* "It wasn't until this quarter that I received an 'A' on a math test since the seventh grade. You can't believe how that makes me feel...My understanding of percents and fractions has improved a great deal and also my problem solving skills."

\* "My writing, sentence structure, and comma usage have improved a lot."

\* "I learned a lot about myself, and both Math and English"

\* "With each paper that I did I learned a little more about comma usage, mechanics and the form or body of the paper."

\* "I see a big change. I had forgotten how to do most of the math we are now doing, but now I understand why I needed to know math and how it will help me in everyday life."

- \* "Q. Can you see any change in your understanding of math? A: YES."
- \* "...And I also learned a good strong basic skill to lead me on to the next quarter."
- \* "The only thing that has really improved in my writing is that I now know how to write a thesis."
- \* "I learned how to put sentences more clearly on the paper. I also feel I can write sentences better and with more structure."
- "...Now I see math. I can read it and know how to figure problems out."
- \* "A lot of people who attended the seminar said they did not understand what the author was trying to say, until they got through with seminar. This was also the group that helped me with English, but my math group was just as effective."
- \* "...I did learn to edit my paper and that can make a big difference."
- \* "...I improved on my spelling."
- \* "The writing process has tuned up my writing skills I had already acquired."
- \* "In this quarter in doing writing assignments, I learned how to write better and be more creative. My writing has improved very much. I know how to punctuate better."
- \* "The writing assignments helped me pinpoint my problems with writing and writing everyday in my journal helped me improve with time."
- \* "My writing improved because now I am more aware of antecedents agreement, punctuation, parallel structures, and being more creative. Writing about the books helped me understand."
- \* "I've noticed that my writing skills are improving. Reading the books and writing about them made it very easy to remember what I've learned."
- \* "I have learned a lot from doing the writing assignments, and I do believe that my writing has improved."
- \* "I've improved, knowing I have mass room to improve."
- \* "I learned a huge amount about my writing skills."

- \* "My writing has become more solid."
- \* "The process of working with my class mates on papers was very helpful. There was like a support system in the classroom and everyone wanted the others to succeed."
- \* "I worked hard on my commas and grammar. I hope I showed some improvement."
- \* "I learned how to better organize my thoughts in order to put them into better essays etc."
- \* "I'm now working better with fractions and I've had a calculator for a while."
- \* "I am using the comma less and focusing more on sentence structure and fragments."
- \* "I can see a great deal of difference in my math skills..."
- \* "I learned to progress in my reading and writing. I learned to relate each novel, compare and contrast each work."
- \* "This course brought me aware of what is behind writing a paper - punctuation, grammar, mechanics, editing your paper, proof reading..."
- \* "I am personally experiencing benefits through my ability to write more concise material."
- \* "I have improved my critical reading skills a great deal over this quarter."
- \* "The essays and the feedback from them are allowing me to examine and change and clarify my thoughts on paper."
- \* "I feel I have a good general knowledge about the brain and our understanding of it from this class."
- \* "The only skill I gained is an enjoyment of reading on demand and writing on demand, something I never thought I could do."
- \* "I have improved my writing skill and grammar a great deal. I feel much more confident with my work...I need to work on generalizing, supporting my opinions and statements and the transitions from paragraph to paragraph....I learned a great deal about writing in this class."
- \* "I have learned a lot regarding the process of writing. Excellent instruction and experimentation with what works and what

doesn't brings me to a higher level of learning about the whole process."

\* "I learned well about the breakdown of sub-fields of psychology and enjoyed the intro on etiology."

\* "Writing skills have developed quite well. I recognize, usually after writing it, the passive writing that is weak in persuading the reader to accept our ideas. The reader loses interest unless the writing is active, colorful, vivid, and concrete. I take several tries at producing this type of writing."

\* "I have become a more effective listener."

\* "Reading skills are still developing. Can analyze an argument for logic, evidence, coherence only to a certain extent...The more reading I did and listened to the discussions of the literature, the more I could pinpoint main facts and symbols."

\* "I was actively listening and learning how to speak."

\* "I have been inspired to write for other than my personal journals. The most significant development for me this quarter has been in the area of writing."

\* "My speaking leadership skills have improved from participating and facilitating in seminar. I have more confidence in my communication skill and ideas than I did before this class."

\* "I have gained skills in reading and analysis of literary texts."

\* "My writing has improved. It is easier for me to write a paper now than it was in the beginning. My skills in organizing and expressing ideas clearly have improved greatly."

\* "Writing the essays was mostly a struggle but a good struggle. Writing is an essential medium of communication. My essays improved a lot during this course. I hope it continues along these lines in future courses. I learned a lot about organization..."

\* "Wow, I have developed a much better reading skill level. My ability to comprehend and bring up logical arguments, due to my own belief, has increased tremendously."

\* "My reading skills have climbed very high considering I have done more reading in this class than in all four years of high school... My essays have climbed as well..."

\* "I've learned a lot about making my writing more specific and purposeful."

- \* "I've always spoke pretty well in groups, but this class has taught me to hone my sometimes over-gregarious skill."
- \* "My writing skills have improved. I feel that I have a lot more focus."
- \* "I think I've got a long way to go in 'critical reading skills', but I can see real improvement."
- \* "In the essays I noticed an improvement and I think I learned to go below the surface and delve into my topic instead of just skimming."
- \* "My speaking and participation skills have improved with the quarter."
- \* "I really feel that my writing skills have improved since the beginning of this quarter. I think I was able to put more of my voice into my paper. I feel very good about the time and effort I put into this class. I kept up with all writing and reading assignments, and was an active participant in seminars."
- \* "The things I learned from this course were: additional information about the biology and epidemiology of AIDS which will be most helpful to me in my work for Karen Heeney at Freemont. The new look at death rituals and healing rituals will I'm sure make me a better caretaker of PLWA's or PWA's. I gained much from listening to others both in seminar and in lecture. I learned once again that while I can verbalize thoughts, I have a much harder time writing them down."
- \* "From the books and lectures I learned about the biology of AIDS."
- \* "On one hand I've learned much more about myself, my peers, and the world around me than in previous classes. I've begun to nibble at death in my shadow - or at least recognize its existence. I've also examined the Middle Ages, the plague, mysticism, ritual, and sexism."
- \* "Now if I don't know exactly what I am doing, I write down some ideas and elaborate from there, then things hopefully start to flow. I am following less of a restrictive way of writing where you must start with an introduction before anything."
- \* "Thinking Aids' gave so much information, both the biological and the social effects. I thought this was a great book. It should not only be required for our class, but for our whole culture."
- \* (ALSO NOTED WITH A 2) - "Looking back at how I was at the start of the class, compared to now, there is such a large change. My

writing skills have increased, I communicate my thoughts more smoothly and my knowledge of history of the Middle Ages, plague, HIV and AIDS, death and numerous other subjects we have covered, have developed into something I can use in everyday life, an attitude of compassion towards PWA's rather than fear."

\* "The information that I processed in CSP 200 has provided a background that has noticeably improved my abilities in conversation...But this kind of interaction is happening more frequently now. Friends are asking questions that I can answer. It is this kind of communication between individuals that is most important."

\* "I did learn how to do research. I had established a preferred system of keeping notes and quotations on note cards and coil bound journals and will not have to re-learn this the next time around...I did eventually achieve a basic understanding of self-organizing systems, order through fluctuation, feedback loops and co-evolution."

\* "I wanted to make some improvement in my writing skills...I think I have made some significant advances. My library skills have improved markedly, in that I have been introduced to a couple of new computer networks and been forced to dig through the reference system to get research data for my paper."

\* "The biggest challenge I faced was in letting my voice show."

\* "I was pleased to find that I could take a topic I knew little about, establish a voice about the topic and come to a strong conclusion for myself. During this paper I learned a lot about the research process."

\* "Technically I have learned much from this course. I was able to learn how to use a word processor, brush up my typing skills, learn about the advanced library systems, and enjoy writing. All of these skills will definitely carry on with me."

\* "The writing done this quarter was very useful to me. I found that in writing I was able to be less scattered and more focused than I have in the past."

\* "It has been in the areas of science, particularly biology and how it relates to AIDS, that my knowledge has been greatly expanded and where most of my new information has come from. The parallels between the study of plague and the medieval period with AIDS in the contemporary world resonated strongly in me."

\* "I realize the strong points of my learning were in being able to synthesize my ideas, and putting them down in writing. I feel this

is a skill I need to continue working on, but an area that opened up with a small bit of hope for me. The computer was a big help in taking my verbal vocabulary and putting it in to written word with little intimidation and lots of support."

\* "The research on just a mechanistic level has also provided a plethora of new skills and knowledge. Like the seminar papers, I learned just how important it is to have a focus. I finally made the realization that a thesis statement isn't just another part of the assignment."

\* "...the seminar papers had a very large impact on my writing. The practice of turning in a paper twice a week exercised my writing without me being aware of it...through writing I discovered ideas that had been hidden in the back of my mind. Being less constricted about what and how to write allowed me the freedom to be more expressive. The formal essays gave me the feedback I felt was lacking in the responses to the seminar papers."

\* "Not only have I become more centered in my thoughts and beliefs, but I've also become better able to express my beliefs in writing...writing started to come easier for me...I just know that I don't think of it as a chore. I actually started to look forward to writing seminar papers, so that I could organize my thoughts and feelings...now I 'm using writing as a tool for expression. I actually liked my research paper."

\* "One of the changes that has occurred in direct relation to this class is my writing. Three months ago I thought I couldn't write. But now I relish every opportunity. I've wanted to write for years, but thought I didn't know how. I still have a lot to learn, but my confidence has greatly improved from the beginning of this class."

\* "...the more I write the easier it gets and I hope also that I have gained in writing skill over the quarter."

\* "I can't believe how much I learned through my own research..."

\* "I think my expository writing ability has increased dramatically over the course of a quarter."

\* "What I learned from the writing is how far I have to go. The intro to word processing was appreciated."

\* "From writing assignments I learned how to organize my ideas in a way that would get me started in the right direction. My writing has improved dramatically."

\* "Through the writing assignments I learned or at least reaffirmed

my belief that writing is extremely difficult. I improved my writing in the areas of punctuation and diction."

\* "As far as the writing goes, I feel that my quality of work varied greatly."

\* "Until I wrote about him, I truly disliked the writing of Gould...One thing I learned in this class is that I should take a traditional 101 class and work on my writing lots more."

\* "Writing my ideas down actually helped to challenge me to put down how I really felt, not just some off the top of my head idea."

\* "I finally decided to regard math as something to do to relax but never managed to feel the same about writing. I do believe I improved during the quarter and did put a lot of effort in attempting to get a better grasp of proper procedure (punctuation, clarity etc.)."

\* "My writing became more organized, and my writing mechanics became better as the quarter went on. I often revised my papers as I proof read them."

\* "I feel much more comfortable writing less condensed, well substantiated and longer papers."

\* "I am more at peace with math than I was before."

\* "Although I learned a lot in writing the papers, I also know that these were not my best."

\* "Practice has helped me to articulate my thoughts in works and to work through my apprehension about writing. I think I understand what writing is about now."

\* "I also discovered that I need to give myself plenty of time to work through my own thoughts, the material, and the questions in order to write a thoughtful and organized paper."

\* "I feel that I need a more structured writing class."

\* "I feel my writing has improved quite a bit since the beginning of the quarter though I'm striving for better clarity and organization."

\* "I have learned the correct way in which to write an accurate expository essay. My writing has definitely improved, from the cramped, stilted, badly thought out answers to the initial response questions, cumulating in these final 3 papers, I definitely feel more confident."

\* "My writing skills have improved substantially since the beginning of the quarter. I feel I can express my ideas more easily and clearly and write about abstract and complex subjects more adeptly than before."

\* "I feel that my math abilities are hopeless, but my reading, writing, language, and other "liberal" skills have been honed greatly."

\* "I have found that it's true that "the more you write, the better you write." My first few paper seem so naive and childlike. I think the mechanics of my writing got some much needed brushing up, but what has really changed is the level of sophistication in my writing. I still think my writing is a bit simplistic, especially my vocabulary, but it has certainly improved since September."

\* "The writing helped to clarify my thoughts by forcing me to justify my opinions throughout."

\* "I think we as students learned some communicative skills and may not realize until our nest class. I'll be looking for it."

\* "My writing has greatly improved through the course of this quarter."

\* "I've learned how to transfer my thought better onto paper and into oral discussions."

\* "I'm least proud of my math performance, although I do know a lot more about math and I'm hardly scared of it at all anymore."

\* "I'm most proud of my improvements in my writing...I feel that my writing has become more relaxed, cleaner, and more entertaining."

\* "The writing assignments aided in my understanding of the books by helping me to organize my thoughts."

\* "One particular writing group helped my writing by their examples."

\* "My math skills were in so much need of attention that no amount of time in groups would have been enough..As you can see, just passing a math test has been a large accomplishment for me."

\* "I learned to be more specific when writing, by using concrete evidence to back my ideas."

\* "In writing essays, I learned that I have never really done anything other than fee writing, and that I need a lot of work on essays. I did feel though, that my writing improved over time."

\* "Attempting to write about the topics we discussed helped me to think about the concepts and clear some things up. I found it extremely difficult to express myself this quarter and I'm a little disappointed about that because I felt I was on to a few hot ideas."

\* "The writing was the most difficult aspect of the class for me. Through the repetition of six essays, I now feel more comfortable with the process."

\* "The writing assignments were hell for me. I have always had a lot of trouble organizing my thought in an essay structure. That trouble in combination with my procrastination and the complexity of the topics we were writing about made writing very painful. Often times as I thought about the assignments, I had ideas about what to write which turned out to be too large, too difficult for me to support, or just too unrelated. So by this time it got down to the wire, I just wrote about the least complex idea I could. I think my writing did improve a little bit in terms of structure and punctuation."

\* "I did learn a little about how to write better and from now on I will have Hacker to refer to for help. Writing essays of the type required by this program has also helped me to organize my thoughts on the material and to aid in summarizing what I've read for better understanding."

\* "I learned to progress in my reading and writing. I learned to relate each novel, compare and contrast each work."

\* "I learned to write more accurately and improve on my mechanics by reviewing on sentence structures. I feel that my writing has improved and I can now write from the heart. I can show meaning rather than tell what is going on."

\* "The mechanics that I found to improve on were sentence formation and correcting my grammatical errors. Most of my papers were punctual, yet I found myself getting all stressed out with the work."

\* "Now I can approach math with a positive attitude. My understanding towards math had improved but I am still having a hard time with some of the concepts"

\* "I succeeded in doing so through the quality of the reading material, especially the material in the Goldberg text and the Hacker manual."

\* "The writing assignments taught me to think carefully, plan and organize the ideas I wanted to communicate, in such a way as to make them clear, interesting and convincing to the reader. To make

my ideas clear and interesting, I have learnt, I need to use real life examples."

\* "I have learnt that one needs to allow time for more than just revision and proofreading to be able to see the errors. I am grateful for my teacher's insistence for a typed rather than a handwritten copy of the essay - I can now use the computer and type at least three and a half words per minute.! I hope to take a keyboarding class soon."

\* "The essays we wrote helped me to really think about the guiding principles I use in my daily life...as I progressed I felt that I began to take on a writer's voice and really have genuine feelings for the things I wrote about. I felt very happy with the essays I produced..."

\* "...the text by Goldberg was a very good source for learning the philosophical material."

\* "The writing this quarter was extremely beneficial. I feel that my writing improved with every paper."

\* "I now feel a lot more confident in my ability to express my ideas in a clear, concrete manner. I know how to write a thesis statement and develop it into an essay. My writing skills have improved drastically. I feel I am able to form sentences and paragraphs which have a strong line of thought and are easy to follow."

\* "...very helpful in seeing a variety of writing styles. The biggest overall benefit from the books was that I gained a better understanding of structuring paragraphs and sentences."

\* "Despite all this the writings have helped a lot in learning better structuring, typing, and revising methods."

\* "...and it has developed my skills in writing and conversation."

\* "I never did much writing at all at any time in my life, and these assignments were just what I needed."

\* "The written assignments were particularly challenging; they not only required that you practiced good composition, but that your words could reflect the understanding and deep thought given to the reading assignments."

\* "The textbook used in this course was excellent. It was long reading but it was helpful and I will remember most of what I've read. The reading books were interesting to read. They fit in perfectly with the topics we were discussing...I'm glad I got the

chance to experience them."

\* (ALSO NOTED WITH A 2) - "I did feel that the reading seminars helped. It was always interesting to me to listen to others explain their view or understanding of the topic. It was fascinating to see all the different opinions and perceptions people had about the same reading. that in itself was a lesson in humanity."

\* "I came to this class feeling I had some writing ability and I am now leaving this class knowing how little I really do have. I do feel I could have done a much better job than I did, but I realize that extenuating circumstances kept me from giving my full attention to my writing."

\* "All aspects of my writing have improved due in part to this class."

\* "I have been attempting to vary my reading somewhat and this class helped me to gain an appreciation of other works of literature."

\* "The writing assignments given allowed me to clarify and explore the underlying influences which affect my actions and guide my thoughts. My essay writing has also improved somewhat now in that I am more able to convey my opinions upon a given subject. Much revisions accompanied each paper that I wrote and many were changed so as not to even resemble the original draft."

\* "...have learned to look at the issues facing mankind from other points of view despite my own. I did enjoy reading these type of books, and do try to vary my reading to include such."

\* (ALSO NOTED WITH A 3) - "The writing assignments were a part of the class that I really enjoyed a lot. They allowed me to think more about the subject at hand, apply it to the situations, and draw my own conclusions from it."

\* "The word processor is a wonderful tool, and greatly facilitates all aspects of writing. The ease of correcting insured that my final drafts had nest to no grammatical or significant structural errors."

\* (ALSO NOTED WITH A 1) - "The books that were read during this class taught me much about science. The taught me about its past, and the major influences on science. I also learned about the possibilities of its future."

\* "From the writing assignments I learned how to organize my ideas in a way that would get me started in the right direction. My

writing has improved dramatically."

\* "I learned or at least reaffirmed my belief that writing is extremely difficult. I improved my writing in the areas of punctuation and diction. I sought to avoid overusing certain words...By breaking a book down into parts I understood the book better and therefore wrote better."

\* "A couple of times I hadn't done the reading and it drove me nuts because I wanted to contribute and couldn't. I didn't do all the papers now were the ones I did a work of art...One thing I learned in this class is that I should take a traditional 101 class and work on my writing lots more."

\* "I am happy with my progress in writing essays. Breaking away from the 5 paragraph essay form which was drilled into my skull during high school will take a bit more doing, but I am well on my way."

\* "At times it seemed that the process of teaching math was more valuable to her than our learning."

\* "The writing was a disaster. I feel that I need a more structured writing class. It might help me get past staring at an empty page."

\* "The books in this class, as I have remarked a billion times to myself and friends, have been exciting, eye-opening, mesmerizing ones."

\* "I leaned to put more depth in my papers this quarter. You have probably noticed I have a fairly technical, semi-polished style of writing."

\* "Writing the papers for this class helped me to learn to be more concrete in substantiating the opinions I hold. It has also helped me to become clearer and more precise in the actual format and structure of my work. My writing has improved in these ways, but I sometimes have felt I've lost the flow of it, and I look forward to continuing this process to be able to be both clear and flowing. Writing about the books was a test of my understanding and often showed me where I got it and where I didn't."

\* "...but what has really changed is the level of sophistication in my writing. I still think my writing is a bit simplistic, especially my vocabulary, but it has certainly improved since September. Writing has always been pretty painless for me to improve upon. It just happens."

\* "...until I read Ferris, I really didn't understand much that was

covered in that course."

\* "By writing papers on the books I was forced to understand the book, and really know what I was talking about. This alone helped to get a lot more information out of the reading that we did. By writing these papers, my writing has improved...I can a drastic improvement."

\* "As far as writing goes the input from my classmates really helped my writing. They were able to spot problems in my writing that maybe you or myself weren't aware of."

\* "I think that a little more time could have been devoted to math lecture. Also a more thorough review of homework."

\* "The feedback Jan gave on my papers was great...she offered a fair amount of criticism, while not forgetting to touch on some of the positive points."

\* "The writing assignments aided in my understanding of the books by helping me to organize my thoughts. Never have I ever done more thinking about "things"...Sometimes it helped to let my paper wait a day or two before revising."

\* (ALSO NOTED WITH A 1) - "The math and writing books helped me a lot. I feel the exchanging of ideas is very important in writing."

\* "The writing assignments were a tremendous aid in this area. Often I would outline my theses statement, but in the course of reading and searching for evidence to support my ideas I would discover so much new information that my thesis would be completely transformed...I learned a good deal of information about structure, clarity and use of supporting evidence."

\* "In writing the essays...I put an average amount of importance on grammar, thinking that the content and structure were more lacking overall."

\* "The writing was the most difficult aspect of the class for me. I now feel more comfortable with the process...I have not had to write about subjects that are unfamiliar to me."

\* "I learned from the writing assignments that points of view are very arbitrary."

\* (ALSO NOTED WITH A 1) - "Seminar was interesting - I really learned how the others in seminar thought and made connections. Having other students read and give advice about papers in progress was helpful."

\* "One thing I really enjoyed about our reading list was that most of the books that were assigned I would have eventually read anyway. Chaos, for example, was number 7 on my list of books to buy list."

\* "The writing assignments. When I turned in my first paper, I thought that , like most of my previous writing assignments, it would get an 'A'. I think my expository writing ability has increased dramatically over the course of the quarter."

\* (ALSO NOTED WITH A 1) - "I learned how to keep my head up and hope for a better future, and I learned that all white people are not the same."

\* "Speaking or papers, I am a very inexperienced paper writer and have only written book reports in high school. I had no idea on how to write a paper so I used the papers as guinea pigs. I tried different formats and styles of writing so that I could "try out" and find a style that I felt comfortable with."

\* "I was able to improve my confidence in my writing ability through this class by taking on some subjects that were very touchy and that I did not have a lot of experience with. I improved my outlining and sentence structure, and felt a tremendous boost in my ability to write a paper. In doing the papers, it gave me time to think about what I was writing about and the importance of the different topics. When I wrote about a book, or used a book as a reference, it made me go back and look closer at it, examine what I thought the author was trying to get across, and it helped me form a better understanding about the topics and the authors. Many of the subjects were things that I had never written about, so I took more time to collect my thoughts and make sure that the reader would understand what I was discussing or what I was trying to get across."

\* "I really hadn't planned on writing as many papers as I did because I really don't enjoy writing essays. But I'm glad this was a part of the curriculum because my writing skills are better than I thought."

\* "The writing assignments helped me learn different writing techniques, sentence structure and sentence variety. I think my writing has improved since I now know what to look for in a quality paper."

\* "I think my writing has improved somewhat this quarter...I was generally pleased with my final drafts."

\* "I feel my writing is still unorganized because of the pressure of deadlines."

- \* "I learned to recognize mistakes in my grammar and other errors."
- \* "...and that I had to reach way down to bring the best writing I had to be very creative and I also had to write a lot unprepared to what I'm used to writing. I had to think a lot about what I was writing."
- \* "The writing assignment taught me about essays...my writing ability has greatly improved over the term."
- \* "I was able to take my paper apart and analyze them section by section."
- \* "This class has helped me to look at things differently by seeing common ground for other issues and bringing them together."
- \* "Having the different papers to write helped me in writing with more variety."
- \* (ALSO NOTED WITH A 2) - "I came into this class looking to tone up my writing skills, and hopefully along the way, pick up some useful information about the classical philosophers. I succeeded in doing so through the quality of the reading material, especially the material in the Goldberg text and the Hacker manual."
- \* "...my writing has improved tremendously!"
- \* "...and writing the papers and essays really gave me some valuable practice."
- \* "This is the first time I have felt as if I am able to write."
- \* "My writing skills really didn't improve a great deal, although the thinking process behind them did."
- \* "I felt my writing actually improved only on the final paper which I felt was the last paper I had ever written, plus I learned how to use the library for the first time."
- \* "I learned more about the writing process...Writing about the novels was a vehicle for putting me in the time of the novels."
- \* "...it helped me understand the readings and books better. By the time I wrote my research paper I did not have any mistakes with spelling or punctuation."
- \* "I learned a lot in getting grammar down."
- \* "Having another opportunity to write a research paper helped me understand the process a lot more than when I did it in 102."

- \* "My writing improved and I dug deeper for the true meaning of assignments."
- \* "Writing always helps me to set things in a cohesive order."
- \* "I learned that English has many different types of mechanics."
- \* "Working together and understanding others point of view is probably the best way to get work done."
- \* "I learned different methods to make writing easier and how to use punctuation, citation, and a bibliography."
- \* "I have just started reading on a regular basis."
- \* "I learned how to spell a good number of words in this class."
- \* "The writing assignments helped me understand the material better and helped me to improve my writing as well."
- \* "Writing about something makes you really analyze the material...my writing has become more concise, to the point."
- \* "Writing the papers helped me understand and think about the readings in a way I wouldn't have normally."
- \* "The writing assignments clarified my understanding of how to write structured essays."
- \* "My writing has improved, because there was a lot of writing in this class."
- \* "Writing the paper and essays really gave me some valuable practice."
- \* (ALSO NOTED WITH A 0) - "This is the first time I have felt as if I am able to write...writing about things that mean something to me made all the difference."
- \* "Another improvement occurred in my weekly critiques..."
- \* "...the most rewarding and beneficial...the special writing assignments."
- \* "In each case, encouragement, constructive criticism, and favorable responses brought out what I feel was my best work."
- \* "The critiques themselves however, gave me a chance to practice my writing skills."

- \* "I was forced into writing more."
- \* "Seminar papers gave me the opportunity to focus on what we had read in my own personal way...Certainly the more I write the easier it gets and I hope also that I have gained in writing skill over the quarter."
- \* "Finally I'm finding my voice in my writing."
- \* "Without the suppression I experienced last quarter, my writing came a lot more comfortably."
- \* "After mid-term I began to acquire more skill at doing "fact" papers, and I realized the purpose of the seminar papers. I'm really pleased with the progress I've made during the quarter. I find it easier to focus my thoughts now and value what is relevant." I'm no longer so intimidated at the thought of writing a paper. One thing I learned about research papers is that its now such a good idea to choose a subject one knows nothing about. Next time I will do more research before I try to develop a thesis so I know I have something to say..."
- \* "The use of seminar papers was an effective tool to use in focusing my attention to the readings. Left to my own devices I may have had more of a tendency to miss some of the points being brought up in a particular book..."
- \* "I hope my writing has improved. If just through the act of repetition and frequency, like any other skill I may attempt to master, then it has."
- \* "The research paper, actually gave me the outlet I needed to make connections in the material of the course and in my personal process. The best way I can think of to illustrate this, is un using a mind map. The final paper is just a slice of my research and confines itself to one focal point. It is in itself a great exercise in centering in my writing. The process of the paper, on the other hand was a multi-dimensional exposure of my learning in this course."
- \* "I also discovered that research, and the process of writing a 'research paper', can be quite enjoyable."
- \* "The feeling of increasing coherence and ability to be clear found its way into my writing as well. I know I still have a long way to go, but I see the path now. The research process was exceptional."
- \* "Not only have I become more centered in my thought and beliefs, but I'd also become better able to express my beliefs in writing."

Somewhere near the end of the quarter writing started to come easier for me. I'm not really aware of when it happened I just know that now I don't think of it as a chore. I actually started to look forward to writing seminar papers, so that I could organize my thoughts and feelings."

\* "...the seminar papers had a very large impact on my writing. The practice of turning in a paper twice a week exercised my writing without me being aware of it. Even times when I thought I had nothing to say, through writing I discovered ideas that had been hidden in the back of my mind."

\* "The formal essays gave me the feedback I felt was lacking in the responses to the seminar paper. They also enabled me to practice the skills of picking out important data that I needed for my research paper."

\* (ALSO NOTED WITH A 0) - "One of the most important points for me was the renewed idea of being pro-active - finding out what is going on in our community and world, then doing something to make a positive change. Educating people about the HIV virus is one of my favorite areas to harp on and I do. After talking with my parents about what I know they have decided to use condoms again. Last week I spoke to an old teacher about educating young students and together we are setting up a program. these things are exciting because I know I can make a difference in someone's life with what I have learned and they might just do the same for me or someone else."

\* "I realize the strong points of my learning was being able to synthesize my ideas, and putting them down in writing. I feel this is a skill I need to continue working on, but an area that opened up with a small bit of hope for me. The computer was a big help in taking my verbal vocabulary and putting it to written word with little intimidation and lots of support."

\* "Technically I have learned much from this course. After a two year break from college, there have been many changes. I was able to learn how to use a word processor, brush up on my typing skill, learn about the advanced library systems, and enjoy writing. All of these skills will definitely carry on with me."

\* "The process of reading and then writing and discussing key points in seminar is helpful for me. It is an effective way to learn and to critically understand material. Seminar papers helped me organize my thoughts and served as an outline for my point of view. This method also helped me locate main points in the material and then write about the subject analytically."

\* "Fifth and last on my list I wanted to make some improvement in

my writing skills. I still have a long way to go but I think I have made some significant advances. My library skill have improved markedly, in that I have been introduced to a couple of new computer networks and been forced to dig through the reference system to get research data for my paper. My paper, though it was flawed, is by far the largest piece of writing that I have ever attempted. I am satisfied with it, in spite of its flaws, and I am satisfied with my progress in this area."

**APPENDIX I**  
**COMMENTS LABELED WITH A "0":**

These were comments which readers found reflected student learning in an important way, but which did not necessarily fit into the other categories.

- \* "This class got me hooked into school. It consumed all my time and thoughts throughout the quarter and this has never happened before."
- \* "The class itself was great, something that I feel should be a requirement of students going for a four-year degree."
- \* "I have learned how to speak for myself; I can express my voice through the words I chose, the pictures I draw, and how I respond to others. That as much as I am unique, I remain connected to other cultures in the web of life. I know the more voices I hear the more I understand my voice can rise to join the voices of our story, as I understand my whole past."
- \* "...But in every writing assignment I had to think and that, in the end, made my end result paper so much better."
- \* "This class has really changed me in so many ways, I could go on and on. But I think the biggest thing was it just made me "think" so much more about everything around me."
- \* "These assignments have urged me to speak up and think. Writing about the books made me think more about deeper meanings of a statement, dual meanings."
- \* "My hope is that courses such as this will become recognized as a vital and necessary part of the educational experience."
- \* "I opened up more towards the middle of the quarter, and began to have study groups in my home, this helped me tremendously. As I began to study with other students, and talk things out loud, my level of learning stretched, as you could tell by my test scores increasing each time."
- \* "This class has helped me to look at myself and the world around me."
- \* "I guess through the writings I was forced to look at issues that I didn't necessarily get from reading through the book. I found that I take a lot of what I read at face value instead of reading between the lines. I edited the papers the best I could but with more time and a higher comfort level in the school I would probably use more outside resources like the English Skills Lab. I place a high value in punctuality so I turned my papers in on time."

\* "The books and writing really didn't help me to understand the concept, others in the class helped me to understand."

\* "My writing has improved a little. I am starting to come out of choppy paragraphs and have learned transitions within the essay. I still need to work on fragments which I can't seem to get out of...Thanks for having us test and papers every other week because it prepared me for real college."

\* "...My first paper was an experience and a challenge. Completing it and then hearing the feedback from my classmates was as honest and helpful as any of the remarks from the grading via the teacher."

\* "By completing this class and doing so with good grades has allowed me to see I have the capability to go on and get the education I need to do whatever it is I plan to do."

\* "I've improved a ton."

\* "My self-esteem has been increased because of the interaction I have had in this class. Some of the years I have spent searching for who I am would have been used learning and interacting in the class environment I found here this quarter. In closing the real desire be productive way inside myself I successfully lived long enough to feel the rebirth of my desire to realize my dreams."

\* "There has been a wealth of new information. I wouldn't know how to set it to paper."

\* "The writing assignments encouraged me to think independently. Something which is awkward because I have become very accustomed to regurgitating."

\* "Taking this class has helped me to overcome problems that I have been having in school for a very long time. I am not as intimidated to share my opinions with others., I have caught a spark of wanting to learn and to try to learn. I am no longer as afraid to ask for help."

\* "By writing about this and other subjects in class I now have more belief in my writing ability and style. I have even toyed with the idea of submitting something for publication but I am in no hurry."

\* "Yes, what I learned was worth my money."

\* "Though I haven't read books like this before, I have taken examples and authors names and I plan to read more of these books. I'm grateful that I was introduced to these books."

\* "Unfortunately I don't feel my writing improved this quarter. This is not because the team didn't try, more because I seem to be stuck in a groove and this is hard to break."

\* "Writing in detail on ideas will require more consideration and planning, although I have many short comings in this area, I have learned how to organize ideas as well as paying attention to grammar and punctuation."

\* "Because of this class, I will never again be able to be satisfied with the cheap, easy and shallow explanations to my questions of 'why'."

\* "This class has changed me because I can no longer make excuses and ignore racism and social injustice. I can no longer say 'I didn't do it', for being passive is guilt by association."

\* "By the time I thought of something that I wanted to add someone else was often already saying the same thing. So I listened well and went home and shared with my wife who now feels as if she has taken the class as well."

\* "I enjoyed the class so I put so much more of myself into the work and assignments."

\* (ALSO NOTED WITH A 4) - "My writing came more easily this quarter than last quarter. I still need to brush-up on my style and voice in the papers. The method of thinking of ideas flowed more easily and if I didn't manually correct the papers, I mentally revised them and used them as a resource for the next paper."

\* "My awareness has certainly flourished but I might act my own knowledge because of my biases. The systems approach is most applicable."

\* "With this course I have certainly clarified my hopes and fears and increased my ability to act on them, but this is an on-going process."

\* "...feel that I have gained insights and that my mind has been opened. I have overcome a great many personal hurdles throughout this course."

\* "I think Coordinated Study Classes are a great way to learn. Please keep 'em coming."

\* "I think the future can be bright if we work together."

\* "Coordinated Studies has been a wonderful experience for me and I am sad to see it end."

\* (ALSO NOTED WITH A 3) - "The first thought that comes to mind is 'I don't want this quarter to end'. There have been so many wonderful experiences in our seminars, as well as some of the guest speakers that we have had. It has all been a great learning experience, both in scholastic knowledge and in my own intellectual growth."

\* "At the same time this knowledge had proceeded to open up large doors for me to enter and explore the knowledge within. The assimilation of information and thought has caused a substantial shift in my entire realm of thinking. A shift that I think is going to have a substantial effect on the rest of my life."

\* "The impressions and insight I'm taking with me from this class are worth more to me than my performance in seminar."

\* "Anyway I did do my best."

\* "I don't know what else I can say about him except he (David) is an educator that needs to be cloned."

\* "This class was incredible for me!"

\* "CSP 200 has been a fantastic experience for me!"

\* "That is what this class had been to me. A more brightly lit room. A room of understanding, of energy, of vitality, of education."

\* "I not only came of age but I'm looking forward to what's coming."

\* "I have learned so many things that I never have thought of as important or useful...Overall, again, I am very glad that I took the course."

\* "I find that this class had a major effect on my life...it served to make many of my ideals and beliefs more concrete."

\* "I want to take them all. This class has been the best educational experience that I have ever had the chance to be in."

\* "It has sparked so many new avenues to explore, I can't wait to start to explore them."

\* "CSP's allow me to be braver about the subjects I choose to study."

\* "When I came here, I did so to earn a degree, any degree, and now I have found out how personal my education is; it's not for the machine, it is for me."

- \* "The realizations that occurred in my mind in and out of class are incomparable with any in classes that I have attended before."
- \* "This past quarter has been a truly wonderful experience."
- \* "Overall I put in a great deal of time and effort during this quarter."
- \* "I have come a long way in my knowledge and attitude of science."
- \* "Although I did have trouble making sense and finishing sentences in seminar, I did feel like I was able to keep on the subject at hand."
- \* "So I am going to go see if I can find a way to do what feels best right now."
- \* "...but I will say that it has been a unique learning experience."
- \* "This program will be a major factor in the way that I view the rest of my schooling and the rest of my life: a springboard to the future, if you will."
- \* "Now, fortified with the hoe of rational thinking in one hand, the spade of justice in the other, I am ready to conquer the various back lots of morality. I am anxious to begin sorting the weeds from the flowers, undeterred to dig deeper when searching out the roots of a particularly thorny bush, and eager to plant and nurture the seeds of curiosity. Have I overstated myself?"
- \* "I learnt a good deal from other people's viewpoints...proved to be a challenge of patience and endurance."
- \* "I firmly support the ideas of Coordinated Studies, but it is essential that only those students who want to take both subjects in the program be allowed to participate. In this class quite a few students came because it was the only available class for ENG 101."
- \* "I entered this class with an open mind...I am very happy with what I have learned... great class... great program."
- \* "Although I tried really hard, I feel disappointed in my efforts with the essay assignments."
- \* "I don't think my brain can handle another moral dilemma. At least not before a week of R & R. I learned for more than I possible imagined in this course. I am thankful for both the teacher's time and effort and for the school in allowing such a

- \* "I do not have any regrets about having taken it."
- \* "...it has increased my desire to learn."
- \* "I also feel that I learned much more from the direct teaching, such as the lectures and writing workshops, than I did in book seminars. Another drawback to book seminars was that although some people spoke quite often others said nothing. I believe this to be because those who did talk were quite overpowering. Many times I tried to speak up someone else would ignore this and start talking. It seems that a few tend to dominate these discussions and then leave no room for other, less extroverted, people to speak their minds. One last point about book seminars is that it often seemed that what was being discussed was irrelevant to the reading we had done."
- \* "I also think that some more time should have been spent on teaching and writing."
- \* "However, I felt that making our final project a group project and the biggest part of our grade was a mistake. I believe that our individual work should have counted more. As I mentioned, there are some drawbacks to this type of class, however, I feel that these problems could be solved by simple changes in format."
- \* "I feel strongly that the freedom and spontaneity of flowing ideas are far more useful than a simple 'question and answer' session of prepared notes. Too much structure kills the whole point of the discussion."
- \* "To conclude I highly recommend not only the continuance but the expansion of the CSP program. It is a truism that you only get out what you put into your educational endeavors. The CSP style allows much more to be put in, and thus taken out, by every student. I feel the coordinated approach is going to eventually be more the standard than the exception in the educational system, at least at the collegiate level. This has been the most rewarding course I have taken."
- \* "When an individual learns by himself he will only see what he is looking for."
- \* "No longer can I ignore science and pretend it is above me."
- \* "I feel that you (David) were excellent as a seminar leader."
- \* "All in all a really enjoyable class, thanks!"
- \* "I have found that it is true that "the more you write the better you write"."

\* "I've learned this quarter that because I'm now ready for education, I'm getting so much more out of it. It's true no matter how corny it sounds."

\* "I really looked forward to coming to class throughout the quarter. For the most part Jan is responsible for this. I enjoyed her lectures, and I think I was fortunate to be in her seminar."

\* "I feel that there will never be a chance for me to survive in a "normally" structured course. The whole reason I never enrolled in college was that I have a real hard time retaining information without talking about it."

\* "I've put more effort into this class than any other learning event that I can think of. It still doesn't seem like it was enough. I'm still missing a response paper."

\* "But knowing what I know about where I was the first day of class, I have come a long way in my knowledge and attitude of science. I really wish we could do the whole course over again, we would see so much more. I loved the course and the faculty was great."

\* (ALSO NOTED WITH A 2) - "I learned a lot about listening to what a person has to say, without judgement or responding, just listening. This concept of school is completely new to me, that is why I signed up."

\* "As you can see from above, I have benefitted by this class, because it helped me find 'me'."

\* "Taking this class has changed me because I believe it has strengthened my character and beliefs as well as increased my respect for others."

\* "There was always something new popping up that was always exciting to me. Yes I learned a lot more than I has anticipated and I felt that I have learned more in this class than in any other class in my whole life."

\* "Writing about things that mean something to me made all the difference."

\* "I learned what I expected to learn - how environmental policies are made and influenced by our aggregate input; morally, legally, economically." Seminar...this is where I learned the most and had the most fun."

\* "Most definitely this class has changed me especially in the area of academics. For the first time in my college career I wanted to

get an 'A' and actually studied for it. For the first time the opportunity costs of my being in class outweighed my wages for going to work."

\* "After years in the navy this was a great way to return to a conventional or in this case non-conventional education environment...My priorities have shifted from a more selfish approach to life to one of more concern for those around me."

\* "I didn't know squat about economics, and it has led me to change my major."

\* "I am more acutely aware of the environment and my need to become more involved. Yes I agree we need to take the future into consideration."

\* "The most important thing I learned is that the ultimately responsible party in the environmental crisis is me."

\* "This course has taught me to care about it, and showed me what I, as an individual, can do about it. What I learned was definitely worth learning because I know it will stay with me for the rest of my life."

\* "In a school like SCCC which has such a multicultural population, we are learning from everyone's cultural experiences as well."

\* "When I realized that people were listening to some of our input I began to see how learning to adapt was just as important as learning economics."

\* "What I gained from the class I can apply to my own surroundings."

\* "Large groups of people intimidate me, but in seminar I could say anything I wanted without the risk of feeling uncomfortable."

\* "Seminar seemed to be the most valuable part of the whole curriculum. the concept of pooling thoughts, give/take/compromise is what the "real world" is all about."

\* "I learned that I skip over a lot of facts to get to my opinion. I also learned that I am far from alone in this. I learned a lot about law, economics and english. I thought a lot...When I wrote I discovered that I was reluctant to give my honest opinion. A lot of people told me I could B.S. but the real task was to present my opinion and not B.S.. I feel that I've done that."

\* "Yes I learned a lot more than I had anticipated and I felt that I have learned more in this class than in any other class in my

whole life."

\* "Because of this I was able to explore the subject of AIDS in a very personal, compassionate way, by deeply exploring the depths of my existence. By choosing to do a research paper on death I have therapeutically worked on my fear of facing my own fathers death, along with the many faces of victims that dies from the AIDS epidemic. Preparation only washes my face by erasing my ignorance."

\* "I now realize that alcohol has always been an issue in my personal life as well. I have now faced my own alcoholism and know that sobriety is the only answer. I have not yet confronted my mother about her alcoholism, but intend to do so."



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