

THE UNIVERSITY OF MICHIGAN – ANN ARBOR

Unofficial Transcript - Not an Official Transcript

Crouch, Jacob
 UM ID: 22025339 UIC: 8718321797
 Uniquename: JWCROUCH

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 Date: Mar 5, 2019

Citizen: U.S. Citizen

Crouch, Jacob +1.5178973450
 2238 Fuller Ct. Apt. # 201
 Ann Arbor, MI 48105
 United States

Previous Names:

Crouch, Jacob W

| Fall 2015 | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|-----------------------------|-----------------------|-------|-------|------|------|------|
| Transfer Test Credit | | | | | | |
| Advanced Placement | | | | | | |
| BIOLOGY 100 | Biol Nonsci | T | 0.00 | 0.00 | 4.00 | 0.00 |
| SPANISH 279X | Departmental | T | 0.00 | 0.00 | 3.00 | 0.00 |
| Credit by Exam | | | | | | |
| SPANISH 101X | Departmental | T | 0.00 | 0.00 | 0.00 | 0.00 |
| | SPANISH PROFICIENCY | | | | | |

| | | | | | | |
|----------------------------------|--|--|--|-------------|-------------|-------------|
| Undergraduate L S & A | | | | | | |
| Transfer Credit Accepted: | | | | 0.00 | 7.00 | 0.00 |

| Fall 2015 | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|-------------------------|-----------------------------|-------|--------------|-------------|--------------|--------------|
| RCCORE 100 | First Year Sem | A | 4.00 | 4.00 | 4.00 | 16.00 |
| | Cult of Personality: | | | | | |
| | Antihero/Outsider in Am Lit | | | | | |
| RCLANG 294 | Intens Spanish | P | 8.00 | 0.00 | 8.00 | 0.00 |
| STATS 250 | Intr Stat&Data Anlys | A- | 4.00 | 4.00 | 4.00 | 14.80 |
| Term Total | GPA: 3.850 | | 16.00 | 8.00 | 16.00 | 30.80 |
| Cumulative Total | GPA: 3.850 | | | 8.00 | 23.00 | 30.80 |

| Winter 2016 | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|-------------------------|-------------------------------|-------|--------------|--------------|--------------|--------------|
| AMCULT 100 | What is an American? | A | 4.00 | 4.00 | 4.00 | 16.00 |
| ECON 101 | Principle Econ I | A- | 4.00 | 4.00 | 4.00 | 14.80 |
| RCLANG 324 | Span Readings | B+ | 4.00 | 4.00 | 4.00 | 13.20 |
| | Bilingualism: Ling Competence | | | | | |
| | vs. Ling Culture | | | | | |
| RCNSCI 202 | Ecological Issues | A | 4.00 | 4.00 | 4.00 | 16.00 |
| Term Total | GPA: 3.750 | | 16.00 | 16.00 | 16.00 | 60.00 |
| Cumulative Total | GPA: 3.783 | | | 24.00 | 39.00 | 90.80 |

| Fall 2016 | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|-------------------------|-----------------------|-------|--------------|--------------|--------------|---------------|
| ECON 102 | Principle Econ II | B | 4.00 | 4.00 | 4.00 | 12.00 |
| EECS 183 | Elem Prog Concepts | A- | 4.00 | 4.00 | 4.00 | 14.80 |
| MATH 115 | Calculus I | B+ | 4.00 | 4.00 | 4.00 | 13.20 |
| PHIL 355 | Contem Moral Prob | B+ | 4.00 | 4.00 | 4.00 | 13.20 |
| Term Total | GPA: 3.325 | | 16.00 | 16.00 | 16.00 | 53.20 |
| Cumulative Total | GPA: 3.600 | | | 40.00 | 55.00 | 144.00 |

| Winter 2017 | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|-------------------------|------------------------|-------|--------------|--------------|--------------|---------------|
| EECS 280 | Prog&Data Struct | B- | 4.00 | 4.00 | 4.00 | 10.80 |
| EECS 398 | Special Topics | A | 1.00 | 1.00 | 1.00 | 4.00 |
| | Computing for Computer | | | | | |
| | Scientists | | | | | |
| MATH 116 | Calculus II | C | 4.00 | 4.00 | 4.00 | 8.00 |
| RCHUMS 221 | Writing Poetry | A | 4.00 | 4.00 | 4.00 | 16.00 |
| Term Total | GPA: 2.984 | | 13.00 | 13.00 | 13.00 | 38.80 |
| Cumulative Total | GPA: 3.449 | | | 53.00 | 68.00 | 182.80 |

| Summer 2017 | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|---|-----------------------|-------|-------|-------------|-------------|-------------|
| Transfer Course Credit Michigan State University | | | | | | |
| EECS 203 | Discrete Math | T | 0.00 | 0.00 | 4.00 | 0.00 |
| Undergraduate L S & A | | | | | | |
| Transfer Credit Accepted: | | | | 0.00 | 4.00 | 0.00 |

| Fall 2017 | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|-------------------------|-----------------------|-------|--------------|--------------|--------------|---------------|
| ASTRO 102 | Stars & Universe | B | 4.00 | 4.00 | 4.00 | 12.00 |
| EECS 281 | Data Struct&Algor | B | 4.00 | 4.00 | 4.00 | 12.00 |
| EECS 376 | Foundatns Comp Sci | B- | 4.00 | 4.00 | 4.00 | 10.80 |
| RCHUMS 218 | Hero as Outsider | B+ | 3.00 | 3.00 | 3.00 | 9.90 |
| Term Total | GPA: 2.980 | | 15.00 | 15.00 | 15.00 | 44.70 |
| Cumulative Total | GPA: 3.345 | | | 68.00 | 87.00 | 227.50 |

| Winter 2018 | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|-------------------------|----------------------------|-------|--------------|--------------|---------------|---------------|
| ANTHRBIO 364 | Nutri&Evol | A- | 4.00 | 4.00 | 4.00 | 14.80 |
| ASTRO 106 | Aliens | A+ | 1.00 | 1.00 | 1.00 | 4.00 |
| EECS 370 | Intro Computer Org | B- | 4.00 | 4.00 | 4.00 | 10.80 |
| EECS 475 | Intro Cryptography | C | 4.00 | 4.00 | 4.00 | 8.00 |
| RCCORE 334 | Special Topics | A | 3.00 | 3.00 | 3.00 | 12.00 |
| | The Western II (1968-2018) | | | | | |
| Term Total | GPA: 3.100 | | 16.00 | 16.00 | 16.00 | 49.60 |
| Cumulative Total | GPA: 3.298 | | | 84.00 | 103.00 | 277.10 |

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| Fall 2018 | | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|-------------------------|-----|---|-------|--------------|--------------|---------------|---------------|
| EARTH | 100 | Coral Reefs | A+ | 1.00 | 1.00 | 1.00 | 4.00 |
| EECS | 388 | Intro Comp Security | B+ | 4.00 | 4.00 | 4.00 | 13.20 |
| EECS | 484 | Database Mgt Syst | A- | 4.00 | 4.00 | 4.00 | 14.80 |
| RCHUMS | 313 | Russia/Ukraine Film | B+ | 3.00 | 3.00 | 3.00 | 9.90 |
| | | Upper Level Writing Requirement Satisfied | | | | | |
| Term Total | | GPA: 3.491 | | 12.00 | 12.00 | 12.00 | 41.90 |
| Cumulative Total | | GPA: 3.322 | | | 96.00 | 115.00 | 319.00 |

| Winter 2019 | | Undergraduate L S & A | Grade | Hours | MSH | CTP | MHP |
|-----------------------------|-----|----------------------------------|-------|--------------|--------------|---------------|---------------|
| Elections as of: 03/05/2019 | | | | | | | |
| EARTH | 107 | Vol&Earthquake | A- | 1.00 | 1.00 | 1.00 | 3.70 |
| EECS | 398 | Special Topics | | 4.00 | 0.00 | 0.00 | 0.00 |
| | | System Design of a Search Engine | | | | | |
| EECS | 485 | Web Systems | | 4.00 | 0.00 | 0.00 | 0.00 |
| HF | 241 | Ex Nutr Wt Cn | | 3.00 | 0.00 | 0.00 | 0.00 |
| Term Total | | GPA: 3.700 | | 12.00 | 1.00 | 1.00 | 3.70 |
| Cumulative Total | | GPA: 3.326 | | | 97.00 | 116.00 | 322.70 |

| Academic Statistics for Undergraduate L S & A | | | | MSH | CTP | MHP |
|---|--|--|--|--------------|---------------|---------------|
| Total to Date | | | | 97.00 | 116.00 | 322.70 |

Program Action History: Lit, Science & Arts UG Degree

10/06/2017 Plan Change
Computer Science BS
10/06/2017 Plan Change
Residential College
07/17/2015 Plan Change
LSA Undeclared
07/17/2015 Plan Change
Residential College
04/30/2015 Matriculation
Residential College

Honors, Non-Degree

04/28/2016 University Honors

Academic Previous Experience

| | |
|---|---|
| Michigan State University East Lansing | Office of Admissions MI 48824-2604 United States |
| East Lansing High School East Lansing | 509 Burcham Dr MI 48823-2750 United States |
| High School Diploma | 05/31/2015 |

Fall 2015 RCCORE 100 First Year Sem

Russell, Robert James

This course examined the concept of the antihero and outsider and their landscape in American literature, dismantling the myth of what it means to be a hero, and how society can outright fail groups of people-and what we can learn from this. We explored how authors use these unglamorous settings and outsiders to discuss critical social issues, and what sort of important changes we all need to make (and how to go about making them). Students read four novels and three short stories that explored various aspects of the outside or antihero, as well as social issues related to both. In addition, students read four critical essays regarding important (and recurring) themes present in the readings, detailed analysis of what makes up heroes and antiheroes, and creative writing pieces meant to help teach them tools to be applied to their own writing. They were allowed to miss three classes with no penalty, and were required to participate in class discussions, workshops, a group presentation, and field trips across campus. They led class discussions, wrote four major essays and four reading responses (one for each novel), two additional prompts related to the University of Michigan Museum of Art, four creative exercises, and completed a final creative project in the form of a fiction story, which was workshopped before the class by the end of the semester. Revisions of work played a critical part throughout the semester-every paper had to be revised from start to finish, and show real effort by the student to incorporate notes/changes with the final version. A student's letter grade is determined by class participation, effort, demonstrated improvement in research and writing, and the overall quality of work.

Jacob met the class requirements in terms of his written and verbal class participation. He wrote four academic essays on novels representing a wide range of challenging themes and narrative styles related to the outsider and antihero. Jacob's essays investigated a variety of character and thematic considerations with insight and creativity. His final creative project, a short story about a man dealing with homelessness, as well as a larger discussion of societal issues often ignored, was a creative and well-executed approach to the class mission of blending an outsider/antihero narrative with a larger social issue. Jacob has very good mechanical control of his prose. His academic essays will benefit from his continued careful attention to tighter focus in the thesis statement, logical argument development, and thorough discussion of evidence. Jacob writes with conviction and insight, and his academic writing improved throughout the course of the term, reflecting his commitment to improving his skills. While a poignant thinker

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when we met during office hours and during peer group settings, I would like to see Jacob have more in-class participation and share his knowledge in the future-he is intelligent with a lot to say and adds a great dynamic to the conversation. A very good term.

Fall 2015 RCLANG 294 Intens Spanish

Rodriguez, Maria I

LANG 294 is a second-year intensive course designed to achieve proficiency in Spanish. The lecture component emphasizes understanding of advanced grammatical structures and syntax, whereas the discussion is devoted to the critical analysis of authentic texts addressing issues relevant to Hispanic experiences in the United States. Through their interaction with the texts and instructors, both in formal and informal contexts, students develop their speaking, aural comprehension, and writing skills. By the end of the term, students are able to read journalistic or academic prose with ease as well as write essays of an academic nature with a minimum of English interference.

Capable and intelligent student whose improvement has been limited due to a detached attitude towards the course. Jacob has a clear understanding of Spanish constructions, and is able to apply this knowledge when writing and speaking, but with complex structures, Jacob tends to translate from English, which obscures the meaning. Likewise, at times, he presents his ideas without sufficient elaboration and substantiation. Aural and reading comprehensions are fair due to his capacity to extrapolate main ideas and summarize succinctly, although little more detail would be beneficial. In proficiency, reading had strong results, but his aural exam was weaker. According to his discussion instructor, Jacob's participation was limited at the beginning of the semester, but his engagement was much stronger by the end of the term. His command over grammatical structures and vocabulary also noticeably improved, but he needs to elaborate and substantiate ideas more fully. His presentation about Sustainable Agriculture in Cuba attests to his potential. It was well prepared and delivered with correct, elaborate grammar. Jacob was able to engage his peers in good discussion by presenting some conspiracy theories that provided multiple perspectives regarding this topic. Insofar as effort, Jacob attended a few office hours and scheduled a speaking tutorial when requested to do so, but clearly avoided working with instructors in an individual or co-curricular setting. This decision hindered his improvement and ease with the language. At present, Jacob's weakest area is writing. Due to results in proficiency, he receives a provisional pass. Please meet with your seminar instructor in the first week of class to design a study plan so as to ensure success in your writing. Next semester, Jacob has the potential for excellence because of his strong analytical skills, but it will depend on his motivation, engagement in the course, as well as his ability to work with instructors.

Winter 2016 RCLANG 324 Span Readings

Rodriguez, Maria I

Spain's often painful history of borders has weakened the meaning of nation and strengthened instead the self-identification with local urban spaces where communities project their conflicts and social aspirations, and articulate them with a particular sense of spatial and existential aesthetics. This course explores four cities from historical, artistic and social perspectives that

explain their emblematic condition: Madrid as the eclectic mirror of opposing political regimes; Barcelona, embedding its European and rationalist aesthetics in its claim for sovereignty; Seville, at a crossroads between tradition and renovation; and Granada, the axis where Islamic and Roma (gypsy) heritage have converged in a radically poetic space.

Very responsible, intelligent and diligent student. Jacob started the course with a solid background in Spanish and has developed a strong command of Spanish grammar as well as a substantial academic vocabulary. In the class, Jacob demonstrated strong reading skills, revealing good critical understanding of the material, but, insofar as participation, Jacob was more of an attentive listener at best. When he did contribute to the discussion, his comments revealed a strong understanding of the subject matter, so I would have greatly welcomed more participation on his part since the discussion and his peers would have benefited from it. Jacob's written work was much stronger. His first drafts had interesting ideas, but required additional elaboration and analysis. Likewise, they required restructuring so as to accentuate main ideas or present arguments in a more persuasive manner, particularly supporting evidence from the original texts. Second drafts successfully addressed these concerns. Linguistically, Jacob has good control of Spanish and few errors interfere in the comprehension of his assignments. It should also be noted that Jacob's poem for the creative project was excellent. In his final paper, Jacob analyzed how the historical, economic, and sociopolitical context results in the implementation of specific models of bilingual education in a given period. This final essay required additional elaboration, and a change in the structure (such as presenting a chronology or a structure based on the types of bilingual education and the factors that correlate with each type) would have clarified the argumentation. At present, the essay seems like a compilation of responses to the prompt questions. Linguistically, there were few errors, but limited syntactic and lexical variety. Overall, Jacob has tremendous potential but I would have loved for him to be more active in the discussion, and to work closely with instructors. Good work.

Winter 2018 RCCORE 334 Special Topics

Cohen, Hubert I

Having had Jacob in another class I was not surprised or disappointed that he seldom recited unless I called on him, which I did only when I could not get the response I was looking for from anyone else. Jacob made his mark in the thirteen-plus papers in which he had to analyze a Western hero and his relationship with the characters (male and female) who helped define him (e.g. Wyatt Earp's relationship with Doc Holliday, Josie Marcus, and Pa Clanton). Only five of Jacob's papers were not A's (2 were A+'s). I was always aware of and pleased with Jacob's presence (to my immediate right). A

Fall 2018 RCHUMS 313 Russia/Ukraine Film

Eagle, Herbert J

Exploration of evolution of styles and themes in Russian cinema, stressing social and political issues. Emphasis placed on understanding the variety of structures through which films form meaning. Evaluation based on three papers and participation in discussion.

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Jacob did very good work. He watched the films carefully, did the readings conscientiously, and made a few good contributions to class discussion, although he did not participate as actively as some others. His papers were well-organized, well-written and logically argued; he used examples from the films and citations from the required readings very effectively. In his first paper, on how Soviet films of the montage era (1920s) reflected the policies of the Communist Party and its priorities in development of the country, Jacob covered a range of issues (securing Party legitimacy, stressing the importance of leadership and organization, discrediting Tsarism and capitalism) well. In his rewrite, he made the paper more comprehensive by dealing with the economic priorities which play a significant role in the latter part of the decade. Jacob's second paper dealt with the uses of cinematography in the films of the Thaw period (1956-64) His analyses of the functions of cinematography in individual sequences were generally convincing, but the first draft of the paper needed some expansion to include more about how the cinematography worked to create or underscore the film's most important meanings and enrich them emotionally in each case. In his rewrite, he refined and extended his analyses and probed more precisely the relationships between individual devices and each film's main themes. In his final paper, Jacob did a nice job of elucidating the prevalence of patriarchal norms in films of the glasnost and post-Soviet periods, and the rebellion against these norms of the main character in Little Vera. His writing throughout was clear and concise, with apt use of examples from the films.

End of Unofficial Transcript