

SPECIAL STUDIES LEARNING CONTRACT
Office of Undergraduate Curricula
Course #: 395 Advanced Projects, Credit Hours: 1.0

Section to be completed by the Student

APPLICANT INFORMATION:

Student Applicant's Name: _____ PID: _____

E-mail: _____ Phone number: _____

Today's Date: 10/01/19

Seeking one hour of additional credit for Course number: ENG 123 Section number: 003

Major: _____

Semester Requested: FALL ☒ SPRING ☐ SUMMER I ☐ SUMMER II ☐ YEAR _____

Current GPA: CUMULATIVE _____ MAJOR _____

Have you applied for graduation? YES ☒ NO ☐

NOTE: Academic or financial holds will prevent adding SPCL 395 to your semester schedule.

Section to be completed by the Student and Faculty Member

INFORMATION FOR THE INSTRUCTOR OF RECORD:

Name (Please Print): Paul E. Blom E-mail: _____

Office location: Greenlaw 509 CB# 3520 Phone #: _____

Current registration leaves this student one academic credit hour short of meeting minimum requirements for graduation at the end of the current term. The student seeks to add an additional credit hour to a course in which s/he is already enrolled. This can occur only if the course instructor considers it feasible to administer additional academic assignments within the course framework and is willing to guide and evaluate the student's work. If you, the instructor, agree to this arrangement, please complete Items A-G below (or attach a description that addresses the items) and return the form to the Office of Undergraduate Curricula, CB# 3504, 3018 Steele Building. If SPCL 395 Advanced Projects is approved, you will be asked to submit a final grade of Pass or Fail for this student at the end of the term. The grade will be due when the grade for the course for which SPCL 395 represents additional work is also due.

This is considered a contract between the instructor and the student. Deviations from this contract should be updated and documented to the extent possible by the instructor and student. Students are expected to devote at least three hours of work per week for each unit of credit.

- a) Meeting requirements with the instructor (e.g., individual meetings, lab meetings, etc.). Include day/time of weekly or bi-weekly meetings. _____ See attached _____
- b) Reading assignments (and due dates, if relevant): _____ See attached _____
- c) Written assignments (and due dates, if relevant): _____ See attached _____
- d) Other assignments (please describe): _____ See attached _____
- e) Assessment (e.g., % of course grade based on each requirement) including final examination (or alternate format): _____ See attached _____
- f) Other requirements (and due dates, if relevant): _____ See attached _____
- g) Please attach a work plan (100 words maximum): _____

☒ I am attaching a document describing ALL these required elements.

Student, Faculty Member, and Administrative signatures

INSTRUCTOR OF RECORD AND STUDENT RESPONSIBILITIES:

I have read the requirements expected of the instructor, agree to undertake these responsibilities, and will abide by the Honor Code's responsibilities of faculty.

Instructor *[Signature]* Date Tues. Oct. 1, 2019

I have read the requirements expected of the student, agree to undertake these responsibilities, and will abide by the Honor Code's responsibilities of students.

Student *[Redacted]* Date Tues. Oct. 1, 2019

ASSOCIATE DEAN FOR UNDERGRADUATE CURRICULA (Director of Special Studies):

This application for SPCL 395 has been reviewed. The proposal is

☒ APPROVED AS IS

☐ REQUIRES MORE INFORMATION (provide details and return to instructor and student)

☐ NOT APPROVED (provide rationale) _____

[Signature]
Signature of the Associate Dean for Undergraduate Curricula

10/8/19
Date

Note: The Office of Undergraduate Curricula will maintain a copy of this contract for a minimum of four years.

SPECIAL STUDIES LEARNING CONTRACT
Office of Undergraduate Curricula
Course #: 395 Advanced Projects, Credit Hours: 1.0
Attachment from Paul E. Blom

a) Meeting requirements with the instructor (e.g., individual meetings, lab meetings, etc.). Include day/time of weekly or bi-weekly meetings.

The student will meet with me once a week for 80 minutes on Mondays from 11:40am-1:00pm in my office (Greenlaw 509), preceding the usual MWF class meeting of ENGL123 (Sec 03) at 1:25pm in Greenlaw 222. If this contract is approved in time, our first meeting will be Mon. Oct. 7, and our final meeting will be Mon. Dec. 2.

b) Reading assignments (and due dates, if relevant):

In preparation for our weekly meetings, the student will be responsible for reading a single short story that could not fit into the original syllabus. These stories are usually significantly longer than the usual readings for ENGL123 and should supplement her regular readings in ENGL123 (Intro to Fiction).

- Mon. Oct. 7: Flannery O'Connor, "The Lame Shall Enter First" (1962)
- Mon. Oct. 14: Gabriel Garcia Márquez, "A Very Old Man with Enormous Wings" (1955)
- Mon. Oct. 21: Richard Matheson "Mad House" (1952)
- Mon. Oct 28: Frederik Pohl, "The Tunnel under the World" (1955)
- Mon. Nov. 4: Toni Morrison, "Recitatif" (1983)
- Mon. Nov. 11: Stephen King, "The Road Virus Heads North" (1999)
- Mon. Nov. 18: Karen Russell, "St. Lucy's Home for Girls Raised by Wolves" (2007)
- Mon. Nov. 25: Excerpts from Hayden White, *Tropics of Discourse* (1978)
- Mon. Dec. 2: Discuss student's reflection and finalize discussion of earlier materials (no new reading required)

c) Written assignments (and due dates, if relevant):

In preparation for our weekly meetings, the student will be expected to submit a two-page, double-spaced response to the reading for that week. These responses do not have to be complete essays or papers but can be extended versions of the typical daily posts required in ENGL123 in response to each day's reading. They should identify passages, motifs, or other aspects of the text and interrogate them as well as their relation to larger issues within the text, to other texts we've read, and to the themes of the class. These responses will be due by midnight that night before our weekly meetings and will serve as starting points for our discussions during our weekly meetings. Due for our final meeting on Mon. Dec. 2 will be a longer reflection on what the student has gained/learned through this supplemental instruction.

d) Other assignments (please describe):

The time spent meeting weekly, combined with time spent completing weekly readings (close readings of typically longer short stories) and writing weekly responses will undoubtedly require at least three house of work per week on the student's part. It will

also involve writing a total of at least twenty additional pages, so no other assignments will be assigned.

e) Assessment (e.g., % of course grade based on each requirement) including final examination (or alternate format):

The grading breakdown for ENGL123 (Sec 03) is as follows:

- Daily Posts: 15%
 - Brief responses to the assigned readings, due before each class
- First Essay (due Fri. Sept. 20): 15%
 - An original close-reading of a passage from a short story, 3-5 pages
- Second Essay (due Fri. Oct. 25): 15%
 - An original close-reading of a passage from a short story, 3-5 pages
- Final Project (due Wed. Dec. 4): 25%
 - An original close-reading of a short story OR an analytical comparison between multiple short stories OR a justification for the value of reading/studying fiction OR some other comparable project that has received my prior approval, 6-10 pages
- Final Exam (on Mon. Dec. 9): 20%
 - Multiple-choice, short answer, extended answer; no notes allowed

f) Other requirements (and due dates, if relevant):

Again, no other requirements should be necessary beyond these mandatory meetings, based on the successful completion of the weekly readings and response papers.

g) Please attach a work plan (100 words maximum):

To supplement the student's regular workload in ENGL123, she and I will meet weekly. In preparation for each meeting, she will be responsible for closely reading a short story not included in the original course syllabus and composing a two-page, double-spaced response to the text. These weekly readings and written responses, combined with our weekly meetings, should combine to at least three hours of work on the student's part each week. I will evaluate based on her regular attendance at our meetings, her successful completion of weekly responses, and her apparent preparedness for our meetings and engagement with the texts.