

**University of Calgary**  
**Department of Communication, Media and Film**

**COMS 393 L01**  
**Critical Perspectives on Health & Science**

**Fall 2016**  
**Tuesday September 13 – Thursday December 8**  
**(excluding November 10)**

**TR 9:30-10:45**

**Instructor:** Rebecca Carruthers Den Hoed  
**Office:** SS 250  
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**Web Page:** D2L available through MyUofC portal  
**Office Hours:** Tuesdays & Thursdays 11:00-12:00

**Course Description**

Examines the construction and communication of health and science as socio-cultural phenomena and interrogates the ways in which health and science issues are communicated, defined, represented, and framed, particularly within contemporary media.

**Additional Information**

This course uses a team-based approach to learning in which students work together in groups of 4-6 (determined in the first two classes and retained through the semester) to make sense of assigned readings. It is essential that students complete assigned readings before class, attend class regularly, and participate fully in class activities. Students will be held personally accountable for their preparedness and contributions to group work by way of a peer evaluation conducted at the end of term. Group reading quiz grades and group research project grades will be adjusted to reflect peer evaluations.

**Objectives of the Course**

- To introduce students to key critical approaches to the communication of contemporary health and science issues.
- To equip students with the resources to critically interrogate social constructions of health/science and their representation in and outside of the classroom
- To provide students with the opportunity to develop and improve skills in analytic and critical thinking, academic research, and effective writing.

**Textbooks and Readings**

All required readings will be posted to D2L as PDF files or permalinks. Students will be expected to bring a copy of assigned readings to class—as digital files or printouts.

### Internet and electronic communication device information

Students are welcome to use laptops or tablets in class for sanctioned class-activities (note-taking, research). Students are expected to refrain from checking email, social media sites, or playing games during class (duh!)—unless, of course, they’d like to have their laptops/ tablets confiscated until the end of class. Phones are to be MUTED for the duration of class—emergency calls are to be taken outside the classroom.

### Assignments and Evaluation

Weight	Course components	Due
P/F	Syllabus Contract	Sept. 27
P/F	Team Constitution	Sept. 29
30%	Reading Quizzes (individual)	Sept. 15 - Dec. 6
20%	Reading Quizzes (group)	Sept. 15- Dec. 6
10%	Project—Annotated Bibliography (group)	Oct. 13
10%	Project—Proposal (group)	Nov. 1
30%	Project—Paper (individual)	Dec. 8

#### Syllabus Contract (individual)

P/F

Sept. 27

Students will sign and submit the “syllabus contract” found at the end of the course outline. Signatures indicate that students understand and accept the terms set out in the syllabus.

#### Team Constitution (group)

P/F

Sept. 29

Each group will collaboratively develop a brief (1 page) constitution that articulates the fundamental principles held by the group, as well as the rights and responsibilities of team members. Each team member must sign the constitution, to indicate that they understand and accept its terms.

#### Reading Quizzes (individual)

30%

Sept. 15-Dec.6

Students will write a brief in-class quiz at the beginning of classes with an assigned reading. The quiz will include multiple choice questions that assess students’ *remembering* and *understanding* of the assigned reading(s) for that day. The goal of the quiz is to ensure students complete the assigned readings before class and come to class prepared to participate in group activities. Reading quizzes are “closed book” in-class assignments that take place in the first 15 minutes of class. Students who arrive more than 5 minutes late will receive a penalty on that day’s quiz; students who arrive more than 15 minutes late will not be permitted to write the quiz for that day. Individual reading quizzes are handed in immediately upon completion, in-class. [Study questions will be posted to D2L.] (grade = best 8 from A-run + best 8 from B-run)

#### Reading Quizzes (group)

20%

Sept 15-Dec. 6

Immediately after the individual reading quiz, students will receive another copy of the quiz. Working in their groups, students have the chance to “re-take” that quiz and learn from each other by hearing arguments for/against certain answers. Group reading quizzes are “closed book”

in-class assignments and handed-in during class. Group reading quiz grades will be adjusted at the end of the semester to reflect each group member's contribution, based on peer evaluations. [Study questions will be posted to D2L.] (grade = best 8 from A-run + best 8 from B-run)

**Project: Annotated Bibliography (group)**                      10%                      Oct. 13

Groups will choose a research topic for their final project, which investigates the construction/constitution of a science or health issue through communication. Collaboratively, groups will conduct preliminary research on their topic and hand in an annotated bibliography of 8-12 scholarly publications about their topic (2 sources per group member). Each entry in the annotated bibliography should be formatted using either APA or MLA style and should include an annotation 100-200 words long. The annotation should include the following: a brief summary of the source (highlighting methodology and conclusions), an evaluation of the source's strengths and weaknesses, an assessment of its relevance to the research project, and a discussion of its relationship to at least one other source in the annotated bibliography. Group bibliography grades will be adjusted at the end of the semester to reflect each group member's contribution, based on peer evaluations. [More detailed assignment requirements will be posted to D2L.]

**Project: Proposal (group)**    10%    Nov. 1

Groups will write up 4-6 "mini" project proposals, on the same topic as their annotated bibliography (1 "mini" proposal per group member). These mini-proposals should each describe a project that will analyze a small sample of science/health texts to assess how they constitute the 'reality' of a science/health issue through communication. Each mini-proposal should list (1) a *distinct* research question, and (2) the method that will be used to answer this research question. Each mini-proposal should be 100-200 words long plus a works cited / references list. Group proposal grades will be adjusted at the end of the semester to reflect each group member's contribution, based on peer evaluations. [More detailed assignment requirements will be posted to D2L.]

**Project: Paper (individual)**    30%    Dec. 8

Each group member will—individually—operationalize one of the mini-proposals submitted earlier, making adjustments, as necessary, to accommodate feedback from the instructor (if students majorly reconfigure one of the mini-proposals, they should check-in with the instructor to make sure the 'new' project is manageable). Working individually, students will analyze a sample of science/health texts and assess how they constitute the 'reality' of a science/health issue through communication. The point of the project is not to decide whether the texts communicate the issue 'accurately,' but rather to draw conclusions about how the texts constitute the issue through communication and to critically assess the implications of constituting the issue in that way. Students will write up their findings as a research paper, using an Introduction-Methods-Results-Discussion (IMRD) format and citing all sources using APA or MLA style. Papers should be 1250-1500 words long (not including the works cited / references list). [More detailed assignment requirements will be posted to D2L.]

## Achievements

Students can unlock “achievements” through superior class-related conduct. These “achievements” can only be earned by the students who earn them (they cannot be traded or bought). Achievements do not earn students grades; they earn students privileges in the course.

To “cash in” achievements earned, students must hand the achievement in to the instructor with a short written note indicating how they are to be applied. Achievements cannot be applied to assignments *after the fact*. They must be applied to assignments *at the time of submission*.

ACHIEVEMENT	your quest ...	your reward...
I DO DECLARE!	Complete the Syllabus Contract by Sept. 27.	Potion of Huzzah! x1
WE THE SHEEPLE!	Complete the Team Constitution by Sept. 29.	Potion of Huzzah! x1
PICTURE PERFECT!	Meet all formatting requirements on your annotated bibliography or proposal.	Punctilious Headpiece x1
DOCUMENT THIS!	Meet all documentation requirements on your annotated bibliography or proposal.	Gem of Allusion x1
SIZE MATTERS!	Meet all length requirements on your annotated bibliography or proposal.	Really Big Stick x1

<b>Punctilious Headpiece, Gem of Allusion, Really Big Stick</b>	<i>Combine all three pieces—the stick, headpiece, and gem—to create one Staff of Extension. You can, conceivably, collect two of each piece (and create two Staffs of Extension).</i>
<b>Staff of Extension</b>	<i>The Staff of Extension grants you the power to hand in your <u>final project paper</u> two (2) days late without penalty—no questions asked. You must ‘activate’ your Staff of Extension with one Potion of Huzzah! You can, conceivably, collect and ‘activate’ two Staffs of Extension.</i>
<b>Potion of Huzzah!</b>	<i>This potion grants you the power to activate one Staff of Extension. Without HUZDAH!, your Staff of Extension just won’t work ...</i>

## Registrar-scheduled Final Examination: NO

All assignments and exams must be completed or a course grade of F may be assigned at the discretion of the instructor.

**Submission of Assignments:** Please hand in your essays directly to your instructor—in class. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox. Do not submit assignments by email or via D2L.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at marked final exams in SS 320. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

**Note:** It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

### **Policy for Late Assignments**

Assignments submitted after the deadline will be penalized with the loss of a grade (e.g.: A- to B+) for each day late, unless (1) proof of illness or family emergency is provided at the time of submission or (2) an activated Staff of Extension (see above) is provided at the time of submission.

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

- Students seeking accommodation for transient illnesses (e.g., the flu) should contact their instructors. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
- When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
- For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

### **Writing Skills Statement**

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details:

<http://www.ucalgary.ca/ssc/writing-support>

### **Grading & Grade Scale of the Department of Communication, Media and Film**

Final grades are reported as letter grades. Quizzes = raw point scores. Annotated Bibliography; Proposal; Paper = letter grades.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table below.

Grade Point Value	Description	Letter Grade	CMF grade scale equivalents*	Letter grade % equivalent for calculations**
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good--clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	0- 49.99%	0%

\* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

\*\* These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436> . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3<sup>rd</sup> Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

## Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## Research Ethics

Whenever you perform research with human participants (e.g., surveys, interviews, or observations) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

## Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 <a href="mailto:artsads@ucalgary.ca">artsads@ucalgary.ca</a>
<b>CAMPUS SECURITY</b> <ul style="list-style-type: none"> <li>• Calgary Police Service</li> <li>• Emergency Text Messaging</li> <li>• Emergency Evacuation &amp; Assembly</li> <li>• Safewalk Program</li> </ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> 403-220-5333 403-266-1234 <b>Emergency: call 911</b> <a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a> <a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a> If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see <a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a>
<b>DESIRE2LEARN (D2L) Support</b> <ul style="list-style-type: none"> <li>• IT help line</li> </ul>	<a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a> 403-220-5555 or <a href="mailto:itsupport@ucalgary.ca">itsupport@ucalgary.ca</a>
<b>STUDENT SUCCESS CENTRE</b> <ul style="list-style-type: none"> <li>• Writing Support Services</li> <li>• Student Services Mobile App</li> </ul>	<a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a> <a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a> <a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a>
<b>STUDENTS' UNION CONTACTS</b> <ul style="list-style-type: none"> <li>• Faculty of Arts Reps</li> <li>• Student Ombudsman</li> </ul>	<a href="https://www.su.ucalgary.ca/about/who-we-are/elected-officials/">https://www.su.ucalgary.ca/about/who-we-are/elected-officials/</a> <a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a>
<b>SU WELLNESS CENTRE</b> <ul style="list-style-type: none"> <li>• Counselling Services</li> <li>• Health Services</li> <li>• Distress centre 24/7 CRISIS LINE</li> <li>• Online resources and tips</li> </ul>	403-210-9355 (MSC 370), M-F, 9:00–4:30 pm <a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a> <a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a> 403-266-HELP (4357) <a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a> If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.

## Schedule of Lecture Topics and Readings

All assigned readings will be posted to D2L. Please make sure you can access readings as soon as you're enrolled in the course website. All of the readings are available through the University of Calgary Library website.

DATE	LECTURE & READINGS	ASSESSMENTS
September 13	<b>Introduction</b> course outline	
September 15	<b>Models of Communication— A Primer</b> Nicotera, A. (2009). Constitutive view of communication. In S. Littlejohn & K. Foss (eds.), <i>Encyclopedia of Communication Theory, Vol. 1.</i> (pp. 175-179). London: Sage. Leeds-Hurwitz, W. (2009). Social construction of reality. In S. Littlejohn & K. Foss (eds.), <i>Encyclopedia of Communication Theory, Vol. 1.</i> (pp. 891-894). London: Sage.	quiz 01 — practice
September 20	<b>Science and/as Communication</b> Campbell, B. (1998). Realism versus constructivism. <i>Electronic Journal</i>	quiz02 — practice

	<i>of Science Education</i> , 3(1).	
September 22	<b>Science and/as Communication</b> Nielsen, K. (2013). Scientific communication and the nature of science. <i>Sci &amp; Educ</i> , 22, 2067-2086.	quiz03 — practice
September 27	<b>Communicating Climate Change</b> Ballantyne, A. (2016). Climate change communication: What can we learn from communication theory? <i>WIREs Clim Change</i> 2016, 7, 329–344.	quiz A1
September 29	<b>Discourses of Climate Change</b> Fleming, A., Vanclay, F., Hiller, C., & Wilson, S. (2014). Challenging dominant discourses of climate change. <i>Climatic Change</i> , 127, 407-418.	quiz A2
October 4	<b>Climate Policy: Framings &amp; Metaphors</b> Fletcher, A. (2009). Clearing the air: the contribution of frame analysis to understanding climate policy in the United States, <i>Environmental Politics</i> , 18(5), 800-816.	quiz A3
October 6	<b>Climate Policy: Framings &amp; Metaphors</b> Ritchie, L., & Thomas, M. (2015). A “bright blue ball”, “brushed with clouds” or “parched, scorched, and washed away”? Barack Obama’s use of contrasting metaphors and stories in framing climate change. <i>Metaphor and the Social World</i> , 5(1), 1-19.	quiz A4
October 11	<b>Climate News: Framings &amp; Metaphors</b> Foust, C. & Murphy, W. (2009). Revealing and reframing apocalyptic tragedy in global warming discourse. <i>Environmental Communication</i> 3(2), 151-167.	bibliography (10%) quiz A5
October 13	<b>Climate News: Framings &amp; Metaphors</b> Nerlich, B. & Koteyko, N. (2010). Carbon gold rush and carbon cowboys: A new chapter in green mythology? <i>Environmental Communication</i> 4(1), 37-53.	quiz A6
October 18	<b>Climate News: Political Economy</b> Boykoff, M. & Yulsman, T. (2013). Political economy, media, and climate change: Sinews of modern life. <i>WIREs Clim Change</i> 4, 359-371.	quiz A7
October 20	<b>Climate News: Institutional Norms</b> Boykoff, M. (2013). Public enemy No. 1? Understanding media representations of outlier views on climate change. <i>American Behavioral Scientist</i> 57(6), 796-817.	quiz A8
	<b>EVENING MOVIE SCREENING—optional</b> <b>SS203 7pm</b>	
October 25	<b>Climate Advocacy: Boundary Objects</b> Slocum, R. (2004). Polar bears and energy-efficient lightbulbs: Strategies to bring climate change home. <i>Environment and Planning D: Society and Space</i> 22, 413-438.	quiz A9
	<b>EVENING MOVIE SCREENING—optional</b> <b>SS203 7pm</b>	
October 27	<b>Climate Fiction: Mythic Discourse</b> Salvador, M. & Norton, T. (2011). The flood myth in the age of global climate change. <i>Environmental Communication</i> 5(1), 45-61.	quiz A10
November 1	<b>Communicating Health</b>	proposal (10%)

	<p>Metzl, J. (2010). Introduction: Why against health? In J. Metzl (ed.), <i>Against Health: How Health Become the New Morality</i> (pp. 1-11). US: NYU Press.</p> <p>Klein, R. (2010). What is health and how do you get it? <i>Against Health: How Health Become the New Morality</i> (pp. 15-25). US: NYU Press.</p>	quiz B1
November 3	<p><b>Health &amp; Morality: Mental Health</b></p> <p>to be announced</p> <p>** guest lecture **</p>	quiz B2
November 8	<p><b>Health &amp; Morality: Physical Health</b></p> <p>Conrad, P. (1994). Wellness as virtue: Morality and the pursuit of health. <i>Culture, Medicine and Psychiatry</i>, 18(3), 385–401.</p>	quiz B3
November 10	READING BREAK	
November 15	<p><b>Health &amp; Morality: Obesity</b></p> <p>Rich, E. &amp; Evans, J. (2005). “Fat ethics”—The obesity discourse and body politics. <i>Social Theory &amp; Health</i> 3, 341-358.</p>	quiz B4
November 17	<p><b>Obesity &amp; Moral Panic</b></p> <p>LeBesco, K. (2010). Fat panic and the new morality. In J.M. Metzl &amp; A. Kirkland (eds.) <i>Against health: How health became the new morality</i> (pp. 72-82). New York: New York University Press.</p> <p>Paradis, E., Kuper, A., &amp; Reznick, R. (2013). Body fat as metaphor: From harmful to helpful. <i>CMAJ</i> 185(2), 152-153.</p>	quiz B5
November 22	<p><b>Obesity &amp; Moral Panic</b></p> <p>Boero, N. (2007). All the news that’s fat to print: The America “obesity epidemic” and the media. <i>Qual Sociol</i> 30, 41-60.</p>	quiz B6
November 24	<p><b>Obesity &amp; Stigma</b></p> <p>Warin, M. (2011). Foucault's progeny: Jamie Oliver and the art of governing obesity. <i>Social Theory &amp; Health</i>, 9(1), 24-40.</p>	quiz B7
November 29	<p><b>Obesity &amp; Stigma</b></p> <p>Firth, J. (2012). Healthy choices and heavy burdens: Race, citizenship and gender in the 'obesity epidemic'. <i>Journal of International Women's Studies</i>, 13(2), 33-50</p>	quiz B8
December 1	<p><b>Obesity &amp; Citizenship</b></p> <p>Elliott, C. D. (2007). Big persons, small voices: On governance, obesity, and the narrative of the failed citizen. <i>Journal of Canadian Studies</i>, 41(3), 134–149,206.</p>	quiz B9
December 6	<p><b>Obesity &amp; Citizenship</b></p> <p>Shugart, H. A. (2010). Consuming citizen: Neoliberating the obese body. <i>Communication, Culture &amp; Critique</i>, 3(1), 105-126.</p>	quiz B10
December 8	<p>Peer Evaluations</p> <p>USRIs</p>	paper (30%)

**University of Calgary**  
**Department of Communication, Media, and Film**  
**COMS 393 Fall 2016**  
**Syllabus Contract**

I \_\_\_\_\_ [FULL NAME—PRINTED] have read and understood the syllabus for this course.

- I understand that I'm responsible for completing assigned readings before class and showing up to class regularly, ready to participate in group activities.
- I understand that I need to complete all the assignments listed in the syllabus to pass the course.
- I understand that I need to complete all the assignments in ways that clearly display my intelligence, learning, and integrity to excel in this course.
- I understand that the listed assignment deadlines aren't just 'made up' for fun: they are deadlines, and if I miss a deadline (without proper documentation) I will lose marks on the assignment in question.
- I understand that this course includes group work and that it hinges, in part, on me collaborating with other students. I understand that I need to be civil, supportive, and actively engaged in group activities.
- I understand that my instructor is here to help and encourage me in my learning, but that I will need to do the tough work of actually learning to make any headway in the course—I want to do it anyway, though, because the course sounds cool.

Name (printed): \_\_\_\_\_

Student ID: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_