

**University of Calgary**  
**Department of Communication, Media and Film**  
**Communication and Media Studies COMS 393 L01**  
**Critical Perspective on Health & Science**

**Winter 2017**  
**Monday January 9 – Wednesday April 12**  
**(excluding February 20 & 22)**  
**MW 14:00-15:15**

**Instructor:** Rebecca Carruthers Den Hoed  
**Office:** SS 240  
**Office Phone:** n/a  
**E-Mail:** rcarruth@ucalgary.ca  
**Web Page:** D2L available through MyUofC portal  
**Office Hours:** Monday & Wednesday 12:00-13:00 (before class)

**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 teams 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 team work by way of a peer evaluation conducted at the end of term. Team 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. 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 dates
P/F	Syllabus Contract	Jan 30
P/F	Team Constitution	Jan 30
15%	Reading Quizzes (team)	Jan 16-Mar 29
20%	Class Presentation (team)	Jan 30-Mar 29
15%	In-Class Activities (team)	Jan 30-Mar 29
10%	Project—Annotated Bibliography (solo)	Feb 13
10%	Project—Proposal (solo)	Mar 13
30%	Project—Paper (solo)	Apr 12

**Syllabus Contract (individual)** P/F Jan 30

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 Jan 30

Each team will collaboratively develop a (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 they understand and accept its terms.

**Reading Quizzes (team)** 15% Jan 16-Mar 29

Working in teams, students will write a brief in-class quiz at the beginning of classes with an assigned reading. The quiz will include a series of short questions that assess students’ *remembering* and *understanding* of the assigned reading for that day. The goal of the quiz is to ensure students complete the assigned reading before class and come to class prepared to participate in class discussion and activities. However, students will also be able to learn from each other by hearing their team-mates’ arguments for/against answers. Reading quizzes are ‘closed book’ assignments that take place in the first 15 minutes of class. They cannot be ‘made up’ at a later time. There will be 16 quizzes; teams do not have to write the quiz on the day they present (see below), so only the top 15 quizzes will count towards the final grade. Reading quiz grades will be adjusted at the end of the semester to reflect each team member’s contribution, based on peer evaluations.

**Class Presentation (team)** 20% Jan 30-Mar 29

Working in teams, students will design and lead the lecture, class discussion, and class activity for one (1) class during the semester (teams will be assigned a class, prior to Jan 30th). On their appointed day, the team will come to class prepared to guide their classmates through the

assigned reading—i.e., explaining and illustrating key concepts, prompting and guiding class discussion with questions, and leading the class in a structured activity (to be completed in teams during class-time). The class activity should take approx. 10-15 min to complete and ask teams in attendance to follow a set of instructions, complete a task, and complete a worksheet that documents their work (worksheets will be graded and count towards the ‘class activity’ assignment grade — see below). Presentation grades will be adjusted at the end of the semester to reflect each team member’s contribution, based on peer evaluations.

**In-Class Activities (team)** 15% Jan 30-Mar 29

Working as teams, students will complete short, structured in-class activities during classes with an assigned reading. Class activities will vary, but will always involve a set of instructions to follow, a task to complete, and a worksheet to complete that documents each team’s work. Class activities will take approx. 10-15 min to complete. They are in-class assignments and cannot be ‘made up’ at a later time. Each activity worksheet will be scored out of 5 using an instructor-approved rubric. In-class activity grades will be adjusted at the end of the semester to reflect each team member’s contribution, based on peer evaluations.

**Project: Annotated Bibliography (solo)** 10% Feb 13

Students will be assigned a research topic for their final project, which will investigate how a science/health issue is depicted, represented, or framed in contemporary communication. Students will conduct preliminary research on their topic and hand in an annotated bibliography of 4 published research articles that explore how their assigned science/health issue is depicted, represented, and/or framed in modern communication practices. Each entry in the annotated bibliography should be formatted using either APA or MLA style and include an annotation 100-200 words long. The annotation should include the following: a summary of the article’s method (what the study did) and main findings (what the study found), a description and evaluation of the article’s scope/limitations, an assessment of the article’s relevance to the assigned issue and to the final project (which is a *critical communications* research project), and a discussion of the article’s relationship to at least one other article in the annotated bibliography.

**Project: Research Proposal (solo)** 10% Mar 13

Students will write a project proposal on the same topic as their annotated bibliography. The proposal should propose a research project that conducts a *textual analysis* of a small sample of ‘real world’ texts (e.g., blog postings, tweets, news articles, campaign posters, TV episodes, music lyrics) on the student’s assigned topic. The proposal should (1) introduce the research topic, (2) review previous *critical communications* research on the topic (including relevant articles from the annotated bibliography), (3) identify a ‘gap’ in previous research, (4) propose a project that fills that ‘gap’, (5) ask a specific research question (that can be answered by conducting a textual analysis), (6) identify the sample of ‘real world’ texts that will be analyzed, and (7) identify a method of textual analysis (e.g., frame analysis, metaphor analysis, rhetorical analysis, discourse analysis). Each mini-proposal should be 200-350 words + a works cited / references list.

**Project: Research Article (solo)** 30% Apr 12

Each student will conduct the textual analysis they outlined in their research proposal, making adjustments to their project design, as necessary, to accommodate feedback from the instructor (NOTE: if students majorly reconfigure their project, they need to check-in with the instructor to make sure the ‘new’ project is appropriate). Students will conduct a textual analysis of a sample of ‘real-world’ texts that depict, represent, or frame their assigned science/health issue. The student will draw conclusions about how these texts constitute the science/health issue under study, and consider possible impacts of depicting the issue in this way. The point of the project is not to decide whether the texts communicate the issue ‘accurately,’ but to draw conclusions about how the texts constitute the issue through communication and consider possible consequences. Students will write up their findings as a research article, using an Introduction-Methods-Results-Discussion (IMRD) format and citing sources using APA or MLA style. At least four (relevant) previously published research articles should be cited & discussed in the literature review (part of the introduction), and at least one (relevant) scholarly source should be cited & discussed in the methods section. Papers should be 1250-1500 words long + the works cited / references list.

### 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*.

<b>ACHIEVEMENT</b>	<b>your quest ...</b>	<b>your reward...</b>
I DO DECLARE!	Complete the Syllabus Contract by Jan 30	Potion of Huzzah! x1
WE THE SHEEPLE!	Complete the Team Constitution by Jan 30	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 HUZZAH!, 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/Activities = raw point scores. Presentation; Bibliography; Research Proposal; Research Article = 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 . . .
<b>ARTS PROGRAM ADVISING (ASC)</b>	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 possible. All of the readings are available through the University of Calgary Library website.

DATE	LECTURE & READINGS	ASSESSMENTS
Jan 9	<b>Introduction</b> course outline	
Jan 11	<b>Critical Communication Perspective</b> 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 00 — practice
Jan 16	<b>Dominant Discourses of Climate Change</b> Fleming, A., Vanclay, F., Hiller, C., & Wilson, S. (2014). Challenging dominant discourses of climate change. <i>Climatic Change, 127</i> , 407-418.	quiz & activity 1
Jan 18	<b>Climate Change: Apocalyptic Frames</b> Foust, C. & Murphy, W. (2009). Revealing and reframing apocalyptic tragedy in global warming discourse. <i>Environmental Communication 3</i> (2), 151-167.	quiz & activity 2
Jan 23	<b>Class Presentations — a primer</b>	
Jan 25	<b>Project: Annotated Bibliography — a primer</b>	
Jan 30	<b>Climate Change: Apocalyptic Myths</b> Salvador, M. & Norton, T. (2011). The flood myth in the age of global climate change. <i>Environmental Communication 5</i> (1), 45-61.	syllabus contract team constitution quiz & activity 3 presentation (20%)
Feb 1	<b>Climate Change: Apocalyptic Narratives</b> Fiskio, J. (2012). Apocalypse and ecotopia: Narratives in global climate change discourse. <i>Race, Gender &amp; Class 19</i> (1), 12-36.	quiz & activity 4 presentation (20%)
Feb 6	<b>Climate Change: Glacier-Ruins Narratives</b> Jackson, M. (2015). Glaciers and climate change: Narratives of ruined futures. <i>WIREs Clim Change 6</i> , 479-492.	quiz & activity 5 presentation (20%)
Feb 8	<b>Climate Change: Critiquing Dominant Frames</b> Crist, E. (2009). Beyond the climate crisis: A critique of climate change discourse. <i>Telos 141</i> , 29-55.	quiz & activity 6 presentation (20%)
Feb 13	<b>Climate Change: Conquering Discourses of Fear</b> Hulme, M. (2008). The conquering of climate: Discourses of fear and their dissolution. <i>The Geographical Journal 174</i> (1), 5-16.	quiz & activity 7 bibliography (10%)
Feb 15	<b>Climate Change: Searching for Alternatives</b>	quiz & activity 8 presentation (20%)



	Thornton, T.F. & Thornton, P.M. (2015). The mutable, the mythical, and the managerial: Raven narratives and the Anthropocene. <i>Environment and Society: Advances in Research</i> 6, 66-86.	
	READING BREAK	
Feb 27	<b>Project: Research Proposal — a primer</b>	
Mar 1	<b>Project: Research Article — a primer</b>	
Mar 6	<b>Health &amp; Morality</b> 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. 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.	quiz & activity 9
Mar 8	<b>Obesity as a Moral Panic</b> LeBesco, K. (2010). Fat panic and the new morality. In J.M. Metzl & A. Kirkland (eds.) <i>Against health: How health became the new morality</i> (pp. 72-82). New York: New York University Press.	quiz & activity 10 presentation (20%)
Mar 13	<b>Obesity as a Post-Modern Epidemic</b> 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.	quiz & activity 11 proposal (10%)
Mar 15	<b>Obesity &amp; Classism</b> Warin, M. (2011). Foucault's progeny: Jamie Oliver and the art of governing obesity. <i>Social Theory &amp; Health</i> , 9(1), 24-40.	quiz & activity 12 presentation (20%)
Mar 20	<b>Obesity &amp; Misogyny</b> Maher, J., Fraser, S. & Wright, J. (2010). Framing the mother: Childhood obesity, material responsibility and care. <i>Journal of Gender Studies</i> 19(3), 233-247.	quiz & activity 13 presentation (20%)
Mar 22	<b>Obesity &amp; Racism</b> Greenhalgh, S. & Carney, M. (2014). Bad biocitizens?: Latinos and the US 'obesity epidemic.' <i>Human Organization</i> 73 (3), 267-276.	quiz & activity 14 presentation (20%)
Mar 27	<b>Obesity &amp; Citizenship</b> 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.	quiz & activity 15 presentation (20%)
Mar 29	<b>Health &amp; Dis-ease</b> Rangel, C., Dukeshire, S. & MacDonald, L. (2012). Diet and anxiety. An exploration into the orthorexic society. <i>Appetite</i> 58, 124-132.	quiz & activity 16 presentation (20%)
Apr 3	<b>Research Project Workshop</b>	
Apr 5	<b>Research Project Workshop</b>	
Apr 10	<b>Evaluations</b> (peer & instructor)	

Apr 12	<b>Assignment Drop-Off</b> (no lecture)	research article (30%)
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**University of Calgary**  
**Department of Communication, Media, and Film**  
**COMS 393 Winter 2017**  
**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 team 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: \_\_\_\_\_