

GRMN 317 Contemporary Germany through Media and News

Fall 2020

DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES

M 11:30-1:00 simultaneous, remote and voluntary during first part of semester

**Instructor:** Jennifer Ruth Hosek

**Instructor Contact Information:** [jhosek@queensu.ca](mailto:jhosek@queensu.ca) 510 434 6140 WhatsApp

**Office Hours:** always immediately after voluntary simultaneous class session and anytime with previous appointment

**Course description**

This course's aim is threefold: to improve students' comprehension and production of oral and written German through practice in reading, writing, listening and speaking; to increase their knowledge of contemporary issues in Germany, with a special focus on transnational perspectives; and to better their analytic skills and media literacy. Given the remote circumstances, this course has been modified towards a directed self-study course that allows students more possibilities to organize their work time according to their particular needs and to minimize the need for broad-band internet.

PREREQUISITE A grade of C in GRMN 202/3.0 or permission of the Department of Languages, Literatures and Cultures.

**Intended Student Learning Outcomes**

To complete this course students will demonstrate their ability to:

1. communicate orally, aurally, in writing and by reading in German.
2. engage critically with ideas, particularly as these are expressed through media.
3. write, critique, and revise essays.
4. conduct limited independent research by gathering information, asking critical questions, applying appropriate methodologies and theories, analysing and discussing ideas, and respectfully debating and applying their findings both orally and in written form.

**Textbooks/Readings**

Deutsche Welle Langsame Gesprochene Nachrichten <https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030>.

*Kaleidoskop: Kultur, Literatur und Grammatik* (Ideally 9th edition.)

Roundtable “Longing, Belonging and Exclusion in a Global World: Refugees in Past and Present” October 20, 10-11.30am EST.

Juli Zeh *Corpus Delicti* play. Text provided by instructor, purchased from publishing house for use in this course with instructor funds. Your donation of 10-20 CAD to any charity is requested.

Film: Christian Petzold *Transit* streaming on-line via Queen's library website

<https://queensu.kanopy.com>

Recommended Text: *English Grammar for Students of German*

## Grading Scheme

See syllabus for due dates

- Grammar Exercises from Top Themen News (2.5 x 12 articles total): 30 % total
- Grammar Chapters from *Kaleidoskop* (Kapitel 7, 8, 9, 10): 20 % total
- LinguaeLive e-tandem with students at Strickhof, in Lindau Switzerland <https://www.strickhof.ch> between 7 Sept and 30 November at the convenience of the student pairs. 3 German and English sessions x 30 minutes = 180 minutes total: 15 %
- Attend the Queen's Virtual Roundtable “Longing, Belonging and Exclusion in a Global World: Refugees in Past and Present.” Write an analytical response essay of 300-500 words about it: 15 %
- Read the play *Corpus Delicti* and write a 500-700 word analytical response essay about it: 20 %
- Extra Credit: Watch Christian Petzold's film *Transit* (ideally prior to the Round Table). Write an analytical essay of ca. 250 words about it <https://queensu.kanopy.com>: 5 %

## Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	and below

## Late Policy:

-- It is highly recommended that you work on your German every day and upload assignments every day or week. You should average 10 hours a week working on German every week. Given the circumstances, news, grammar, and essay homework may all be uploaded at any time prior to the last day of the course for full credit. There will be no extension past that point!

--Late LiLi sessions (remember to use the Timing Function in the LiLi program) will be marked 10% off per late day from the total points available for that conversation.

## Course Outline/Schedule

	<p>Come to each voluntary Monday session having completed the Top Thema of the week and having uploaded screen shots of the exercises that go with each theme.</p>	<p>LiLi Tandems:            Register yourself in <a href="http://LinguaeLive.ca">LinguaeLive.ca</a> (LiLi). Find a student tandem partner as soon as you can.            Note: Strickhof students have Project Week from 14-19 Sept and Fall Break from 5-16 October.            Be sure to plan LiLi Tandem sessions in advance.</p>	<p>Juli Zeh  <i>Corpus Delicti</i>            Read</p>
<p>Wk 1            14 Sept</p>	<p>Top Thema:            Wie Saisonarbeiter ausgebeutet werden  <a href="https://www.dw.com/de/wie-saisonarbeiter-ausgebeutet-werden/1-54377099">https://www.dw.com/de/wie-saisonarbeiter-ausgebeutet-werden/1-54377099</a>            Mundschutz: schwierige Kommunikation  <a href="https://www.dw.com/de/mundschutz-schwierige-kommunikation/1-53524682">https://www.dw.com/de/mundschutz-schwierige-kommunikation/1-53524682</a>            Voluntary, ideally every day:            NEWS Langsame gesprochene Nachrichten von Deutsche Welle  <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a></p>	<p>To join the course GRMN 317 f 2020 PARTNER WITH STRICKHOF at Queen's University:            Sign up with the following link  <a href="http://www.LinguaeLive.ca/index.html?#signupstudent:1EEBAEC0B">http://www.LinguaeLive.ca/index.html?#signupstudent:1EEBAEC0B</a>            or if you already have a LinguaeLive account, add the course using the following invite code: 1EEBAEC0B            If you would like to know more about LinguaeLive and finding complementary language students,            Visit <a href="http://www.LinguaeLive.ca/#studentinfo">http://www.LinguaeLive.ca/#studentinfo</a>:</p>	<p>Berlin:            Demo gegen Corona-Politik der Regierung und Kritik an Teilnehmern von Demo in Berlin und Corona-Demos verbieten oder erlauben?</p>
<p>Wk 2            21 Sept</p>	<p>Top Thema:            Warum Verschwörungstheorien so beliebt sind  <a href="https://www.dw.com/de/warum-verschw%C3%B6rungstheorien-so-beliebt-sind/1-53492924">https://www.dw.com/de/warum-verschw%C3%B6rungstheorien-so-beliebt-sind/1-53492924</a>            Chapter 7 <i>Kaleidoskop</i> Chapter due</p>	<p>Begin LiLi sessions with your partner as soon as you can.</p>	<p>at:</p>
<p>Wk 3            28 Sept</p>	<p>Top Themen:            Bundeswehr: Reformpläne gegen Rechtsextremisten  <a href="https://www.dw.com/de/bundeswehr-reformpl%C3%A4ne-gegen-rechtsextremisten/1-54079305">https://www.dw.com/de/bundeswehr-reformpl%C3%A4ne-gegen-rechtsextremisten/1-54079305</a>            Voluntary, ideally every day:            NEWS Langsame gesprochene Nachrichten von Deutsche Welle  <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a>            Chapter 8 <i>Kaleidoskop</i> Chapter due</p>	<p>First LiLi Tandem discussion: recommended due date:            27/9            hard deadline            2/10</p>	<p><a href="https://www.dw.com/de/corona-demos-verbieten-oder-erlauben/a-54410895">https://www.dw.com/de/corona-demos-verbieten-oder-erlauben/a-54410895</a></p>

<p>Wk 4 5 Oct.</p>	<p>Top Thema: Rassismus bei der Polizei – auch in Deutschland ein Problem? <a href="https://www.dw.com/de/rassismus-bei-der-polizei-auch-in-deutschland-ein-problem/1-53741721">https://www.dw.com/de/rassismus-bei-der-polizei-auch-in-deutschland-ein-problem/1-53741721</a> Voluntary, ideally every day: NEWS Langsame gesprochene Nachrichten von Deutsche Welle <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a> Chapter 9 <i>Kaleidoskop</i> Chapter due</p>		<p>Juli Zeh <i>Corpus Delicti</i> Keep reading</p>
<p>Wk 5 12 Oct</p>	<p>Thanksgiving / Erntedank (Mon) Top Themen: Corona ruiniert Berliner Clubs <a href="https://www.dw.com/de/corona-ruiniert-berliner-clubs/1-54171349">https://www.dw.com/de/corona-ruiniert-berliner-clubs/1-54171349</a> Voluntary, ideally every day: NEWS Langsame gesprochene Nachrichten von Deutsche Welle <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a> Chapter 10 <i>Kaleidoskop</i> Chapter due</p>		
<p>Wk 6 19 Oct.</p>	<p>Top Thema: Weniger arbeiten für das Klima <a href="https://www.dw.com/de/weniger-arbeiten-f%C3%BCr-das-klima/1-53911366">https://www.dw.com/de/weniger-arbeiten-f%C3%BCr-das-klima/1-53911366</a> Voluntary, ideally every day: NEWS Langsame gesprochene Nachrichten <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a> <b>Attend Virtual Roundtable</b> “Longing, Belonging and Exclusion in a Global World” <b>October 20, 10-11.30am EST</b> (last simultaneous session)</p>	<p>Second LiLi tandem discussion: recommended due date: 25 Oct. hard deadline 8 Nov. Your LiLi partner is to help you edit your Round Table essay. See detailed instructions below.</p>	
<p>26 Oct.</p>	<p>Reading Week</p>	<p>READ for the coming weeks and work on paper</p>	

<p>Wk 7 2 Nov.</p>	<p>Top Thema: Corona: Angst vor Zunahme von häuslicher Gewalt <a href="https://www.dw.com/de/corona-angst-vor-zunahme-von-h%C3%A4uslicher-gewalt/1-52992753">https://www.dw.com/de/corona-angst-vor-zunahme-von-h%C3%A4uslicher-gewalt/1-52992753</a> Voluntary, ideally every day: NEWS Langsame gesprochene Nachrichten von Deutsche Welle <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a></p>	<p>Third LiLi tandem recommended due date 22 Nov. hard deadline 29 Nov.</p>	<p>Juli Zeh <i>Corpus Delicti</i> You should be finishing ...</p>
<p>Wk 8 9 Nov.</p>	<p>Top Thema: Mann, Mann, Mann! <a href="https://www.dw.com/de/mann-mann-mann/1-39939636">https://www.dw.com/de/mann-mann-mann/1-39939636</a> Voluntary, ideally every day: NEWS Langsame gesprochene Nachrichten von Deutsche Welle <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a>  Required Homework: Submit Essay 1 (first, edited, final versions) by Friday at 17:00</p>		
<p>Wk 9 16 Nov.</p>	<p>Top Thema: Frauenfußball: Studie widerlegt Vorurteile <a href="https://www.dw.com/de/frauenfu%C3%9Fball-studie-widerlegt-vorurteile/1-53776237">https://www.dw.com/de/frauenfu%C3%9Fball-studie-widerlegt-vorurteile/1-53776237</a> Voluntary, ideally every day: NEWS Langsame gesprochene Nachrichten von Deutsche Welle <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a></p>		

<p>Wk 10 23 Nov.</p>	<p>Top Thema: Wie Corona die Innenstädte verändern könnte <a href="https://www.dw.com/de/wie-corona-die-innenst%C3%A4dte-ver%C3%A4ndern-k%C3%B6nnte/l-53937346">https://www.dw.com/de/wie-corona-die-innenst%C3%A4dte-ver%C3%A4ndern-k%C3%B6nnte/l-53937346</a> Voluntary, ideally every day: NEWS Langsame gesprochene Nachrichten von Deutsche Welle <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a></p>		
<p>Wk 11 30 Nov.</p>	<p>Top Thema: Ein neues Kohlekraftwerk trotz Klimawandel <a href="https://www.dw.com/de/ein-neues-kohlekraftwerk-trotz-klimawandel/l-53654931">https://www.dw.com/de/ein-neues-kohlekraftwerk-trotz-klimawandel/l-53654931</a> Voluntary, ideally every day: NEWS Langsame gesprochene Nachrichten von Deutsche Welle <a href="https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030">https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030</a></p>		
<p>Wk 12 7 Dec.</p>	<p><b>Essay 2 due uploaded by 17:00 PM today</b> <b>All homework and extra credit due uploaded by 17:00 PM today</b></p>		

Further information about the assignments:

**Deutsche Welle Langsame gesprochene Nachrichten and Top Themen**

Mandatory is to read the Top Theme(s) that I have selected for each week, do the accompanying exercises—generally comprehension, grammar and vocabulary--, take screen shots of the exercises as you finish them, make these screen shots into pdfs (there are phone apps for this), and upload the pdfs to onQ for full credit.

Voluntary and very highly recommended is to watch/read/listen daily to the *Langsam gesprochene Nachrichten* program. <https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030>

Your learning is under your command. Claim your education.

## **Kapitel 7, 8, 9 and 10 in Kaleidoskop:**

Read over the relevant Grammar points in the *Kapitel*.

In a PHYSICAL NOTEBOOK, do all of the grammar *Übungen* in the *Kapitel* that are not Groupwork or Essays. Groupwork and Essays are labelled with human figures or pens. If you have done some of these exercises in the past, start fresh in a new notebook for this course.

**--Clearly label each exercise. Write out the sentences. Correct your answers with a differently colored writing implement using the key provided on OnQ.**

**Unfinished homework, including sentences not written out, and/or not corrected = 0%**

**Finished homework, sentences written out, checked = 100%**

## **LinguaeLive -- [www.linguae.live](http://www.linguae.live) – student-to-student tandem exchange**

LiLi is a unique, educational language tandem platform created by me and my web engineer with SSHRC funding. It allows students in classes around the world to connect with each other to learn each other's languages and cultures. Please recognize the opportunity that it offers and consider its benefits and limitations as you go. I would be happy to receive detailed feedback on the program and the web platform. If you know a donor or volunteers, we could use the help.

<http://www.linguae.live/>

LiLi Tandems:

Register yourself in [LinguaeLive.ca](http://www.linguae.live) (LiLi). Find a student tandem partner as soon as you can.

To join the course GRMN 317 f 2020 PARTNER WITH STRICKHOF at Queen's University:

Sign up with the following link

<http://www.LinguaeLive.ca/index.html?#signupstudent:1EEBAEC0B>

or if you already have a LinguaeLive account, add the course using the following invite code:  
1EEBAEC0B

Note: Your student partners in Strickhof have a Project Week from 14-18 Sept and Fall Break from 5-16 October. Be sure to plan LiLi Tandem sessions well in advance. In your second LiLi session you will be well-served to work on your essay with your partner (see below).

For step-by-step information and a how-to video on using LinguaeLive visit

<http://www.LinguaeLive.ca/#studentinfo>

-- You are responsible for downloading Skype, WhatsApp or another Voice-and-Video-Over Internet Protocol program with which to communicate. Logistical concerns are your responsibility.

-- You will be speaking with your student LiLi partner in Strickhof for 3 x 30 minutes in German and 3 x 30 minutes in English between 7 Sept and 30 November at the mutual convenience of you and your partner.

**-- Use the Timing Function in LinguaeLive to document the time that you communicated.**

--When you are speaking in German, you determine the topic, and vice versa.

Suggested topics and exercises: introductions; questions about each other's educational experience and career plans; comparing your lives in Canada and Germany; comparing aspects of Canada and

Germany; practicing grammar exercises and/or reading texts (from your books or news) together; discussing and/or describing the Virtual Roundtable “Longing, Belonging and Exclusion in a Global World: Refugees in Past and Present” (your partner may wish to attend or see the recorded version that will be available); getting feedback on essay 1.

### **Essay 1**

You are to get feedback on essay 1 in the following manner. Ideally during LiLi session two, please have your partner simply note the mistakes. YOU will then analyze the nature of the mistake and explain it to me in a footnote in the revised essay. You must submit to me in one pdf binder:

1. the original essay
2. the electronically marked-up essay with YOUR footnotes explaining the mistake and correction (e.g., need dative case here, this is a reflexive verb, etc.)
3. the revised essay

I will mark the revised essay and the efforts that you made in analyzing and making the corrections. That is, you will not be penalized for making mistakes, rather, you will benefit from having obtained assistance and you will work with and learn from this input. Your final essay will be improved.

### **Essay 2**

You are not to get assistance with this essay.

Having read *Corpus Delicti* and the three essays/videos on the Berlin protests around masking, respond to the following prompt. If you do not wish to answer this question, negotiate with me about what question you would like to answer.

*\*Corpus Delicti* comes down firmly on the side of individual liberty against a dystopian, all-powerful, public health-oriented system in which, furthermore, the good of the entire society and the good of every individual are equated. The Berlin protests against mask wearing took place in the context of a German society whose public health-oriented system and mandates protected hospitals from being overwhelmed, many (at-risk and front line) inhabitants from sickness and death, and the economy against major, lasting recession. This situation in Germany contrasts with that in many other nations in which underprivileged and front-line society members in particular were left unaided. What do you find to be the limitations of the ethical logic of this fictional work (and/or of the protesters) that the Corona-crisis has revealed? Support your argument with reference to and analysis of sections of the actual text of *Corpus Delicti*.

### **Essay Tips and Marking Criteria**

Take your essays seriously; deploy formal essay structure (intro, argument, a topic sentence for each paragraph, a conclusion). Typed, 12-point, double-spaced, standard font such as Times New Roman. MLA, Chicago or some other standard format for the essay and for the bibliography. While these are not research papers, you may well find that you would like to do some outside research to make them more substantive. Please cite all sources, including any required texts from class.

Queen's Student Academic Success Services offers a wealth of resources:

<https://sass.queensu.ca/onlineresource/topics/>

Dr. J's Paper Marking Guidelines for longer papers, use as an aspirational guide for your shorter essays:

**Top range:** This paper is outstanding in form and content. The thesis is clear and insightful; it expands in a new way on ideas presented in the course. The evidence presented in support of the argument is carefully chosen and deftly handled. The argument is not only unified and coherent, but also complex and nuanced.

**Good range:** This paper's thesis is clear; the argument is coherent and presents evidence in support of its points. The argument shows comprehension of the material and manifests critical thinking about the issues raised in the course. The paper is reasonably well written and proofread. The argument, while coherent, does not have the complexity, the insight, or the integrated structure of a top range paper.

**Average range:** This paper has some but not all of the basic components of an argumentative essay (i.e., thesis, evidence, coherent structure): for example, it may offer a thesis of some kind, but it presents no evidence to support this thesis; or it may present an incoherent thesis; or it may simply repeat points made in class without an overall argument. Such a paper is usually poorly organized, written and proofread.

## **Location and Timing of Final Examinations**

No final examination. Stay on top of your work all semester for maximal learning.

### ***Statement on Academic Integrity***

*Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive.*

*Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).*

*Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.*

Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

**Dr. J says, “If you plagiarize, you will fail this course.”**

### **Copyright of Course Materials**



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### **Acknowledgment of Territory**

*Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.*

*To read more about the history of the land, see the Queen's Encyclopedia*

*<https://www.queensu.ca/encyclopedia/t/traditional-territories>*

### **Accommodations for Disability**

*Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see*

*<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at:*

*<http://www.queensu.ca/studentwellness/accessibility-services/>*

### **Academic Consideration for Students with Extenuating Circumstances**

*Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic re-quirements related to a course for a short period of time. The Senate Policy*

*on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>*

*Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with re-quests for academic consideration for students facing extenuating circumstances. Arts and Science under-graduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.*

*If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:*

*Instructor/Coordinator Name: Jennifer Ruth Hosek*

*Instructor/Coordinator email address: [jhosek@queensu.ca](mailto:jhosek@queensu.ca)*

**I look forward to teaching and learning with you**