

Spring 1-15-2018

ENG 1009G-150: Stories Matter 1, 2, 3, 4, 5

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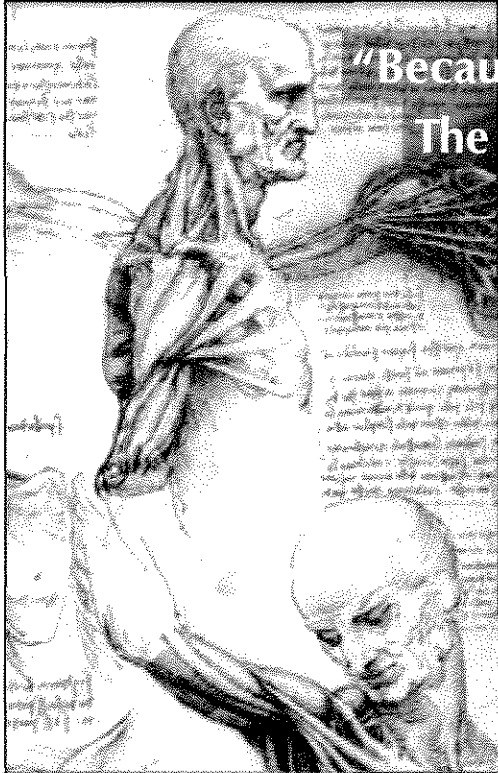


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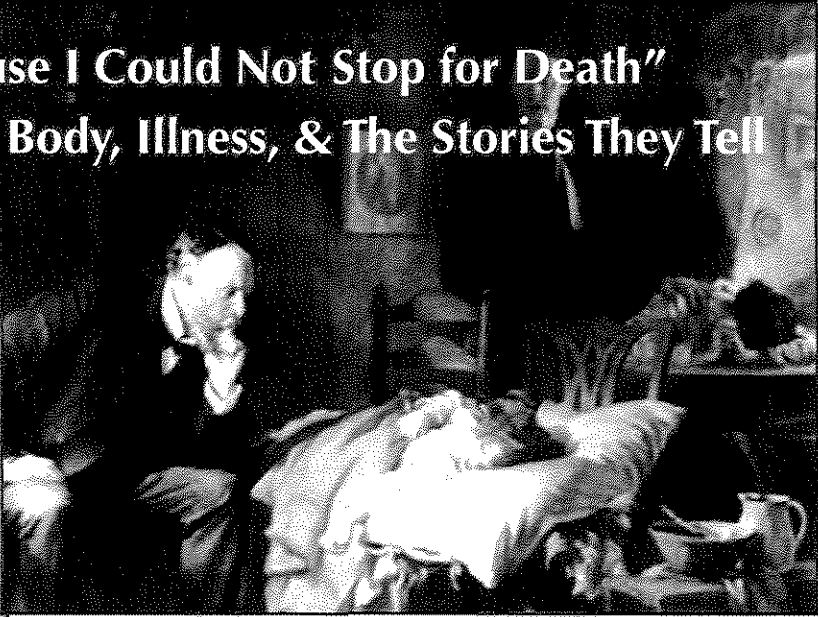
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"Because I Could Not Stop for Death" The Body, Illness, & The Stories They Tell



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Office Hours:
M, 9:30-11; 1-3
T, 10-12
W, 1-3 & by appt.

Texts

Atul Gawande, *Being Mortal* (2015)

Caitlin Doughty, *Smoke Gets in Your Eyes* (2014)

Jonathan Gottschall, *The Storytelling Animal* (2012)

Kazuo Ishiguro, *Never Let Me Go* (2005)

Richard Preston, *The Hot Zone* (1994)

Outbreak (Dir. by W. Petersen, 1995)

Contagion (Dir. by S. Soderbergh, 2011)

Girl, Interrupted (Dir. by J. Mangold, 1999)

Mary Shelley, *Frankenstein* (1818)

Additional short stories and excerpts from nonfiction

Requirements

3 Papers - 10%, 15%, 15%

Midterm Exam - 15%

Final Exam - 15%

Presentation - 10%

Response Papers, Quizzes,
Informal Writing - 20%

Partner High School Instructors

Jennifer Chovanec, Arcola HS jchovanec@arcolaschools.com

Sean Kirksey, Okaw Valley HS kirkseys@okawvalley.org

Janelle Rafferty, ALAH HS raffertyj@cusd305.org

Nicole Vineyard,
Casey-Westfield HS

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Course Description

As part of the Humanities segment of EIU's General Education program, English 1009G (Stories Matter) offers rigorous reading and writing instruction as it promotes "an intellectual foundation for students' future academic, professional, and personal lives."

The selected theme for this course is Health & Medicine. Titled **"Because I Could Not Stop for Death': The Body, Illness, and the Stories They Tell,"** this course investigates the fundamental and vibrant ways that humanities and medical/health studies complement each other's focus on health, illness, and the complexity of what it means to be human—to confront our mortality.

Through readings (fiction, non-fiction, and film) and a variety of writing projects, students will develop critical thinking skills alongside an appreciation of cultural and historical differences toward such topics as: death and dying, wellness/illness, patient-professional relationships, medical technologies, epidemics and contagious diseases, and mental health.

Minimum Technological Requirements

- Reliable access to the Internet
- Ability to navigate various aspects of D2 (EIU's learning management system)
- Ability to read documents using Word, PowerPoint/Keynote, and Adobe Acrobat
- Ability to create and post documents using Microsoft Word or a comparable format
- Ability to record and post a short video of yourself

If you need help with any of these technological requirements, please contact me ASAP.

Grading Scale

90-100	A
80-89.9	B
70-79.9	C
60-69.9	D
0-59.9	F

Course Goals

1. Read and understand the perspectives represented by a diverse collection of texts that represent plural traditions, historical eras, and/or literary genres.
2. Analyze texts and develop arguments ideas from a series of different reading experiences in formal and informal written assignments and essay exams.
3. Develop their written communication skills by practicing various aspects of the writing process (e.g., drafting, outlining, and revision based on instructor feedback) throughout the semester in formal written assignments.
4. Listen and respond articulately to the ideas and perspectives represented by the instructor and their peers.
5. Reflect on the value of a text for themselves as individuals and for the world in which they live.
6. Examine the value of expression and creativity, especially in literature and literary analysis.

Academic Honesty

Students are of course responsible for knowing Eastern Illinois University's regulations and policies regarding academic honesty. Plagiarism, even if unknowing or accidental, can result in your failing the course and in further action by the university. Please note the English Department's statement on plagiarism. Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. If you have any questions about what constitutes plagiarism, feel free to ask me to clarify.

Course Etiquette

In an online course, most communication is done through written messages either in private posts or public discussions. It is important that students in online courses be especially sensitive to how messages and sentiment are communicated and received. Accordingly, I abide by EIU's policy on acceptable etiquette for online courses, which is as follows:

Eastern Illinois University (EIU) is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene, removing inappropriate content. The instructor may also recommend university disciplinary action. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:

- Never post, transmit, promote, or distribute content that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments. If you disagree with someone, respond to the subject, not the person. Conflicts of ideas are encouraged, while conflicts of feelings are discouraged.
- Never post content that is harmful, abusive; racially or culturally insensitive, or religiously offensive, vulgar; sexually explicit, or otherwise potentially offensive.

Remember you are communicating with real people.

Students and instructors in your course have feelings, lives, jobs, families and a myriad of other issues that you may know little about. Once you have finished writing something, and before you send it, re-read it looking at your words from someone else's perspective. How would they see it? Could it be misinterpreted? Could you rephrase to make it clearer or more on topic?

Write clearly & professionally.

In any course-related communication (emails, chats, discussions), use standard proper English with correct grammar. Using slang, errors in mechanics, and shortcuts maybe difficult for others to understand. Avoid ALL CAPS, bolding and underlining. It could be misinterpreted. Avoid offensive language. Also make sure to sign your name to any post.

Be kind and ethical.

Do not belittle other students or the instructor. You may disagree with what someone says, but focus on the issue, not the person. Behave online as you would in person. Be forgiving of the mistakes of others.

Help others.

If someone asks a question, answer it if you are sure of the correct answer or if you have insight that could be helpful.

Course Format

This course is primarily involves reading, discussion, and writing—a great deal if it. As such, you need to be prepared for activities by completing the reading carefully, taking notes, identifying important passages, and participating in all activities in a timely way.

MOST IMPORTANT: If you are new to an online course—or if any of the material or instructions are unclear—the most important skill you should utilize is to ask questions.

I take any and all questions or concerns very seriously, and therefore will respond to your questions promptly.

Here are the top features of the course that you should know:

- **Reading and Inquiry.** This course is about intellectual inquiry and there's always something to read, re-read, or do outside research on. You should be active in looking for ways to connect the reading to your professional goals and your own life.
- **Four Units.** The course has four units (see overview below), designed to introduce you to the broad spectrum of the MHH field. You may not have the same degree of interest in all units; however, the course papers are designed to allow you to find ways to develop interest.
- **Three Formal Papers & Two Exams.** You will write a formal paper for Units 2-4. Paper 2 (in Unit 3) will likely be a collaborative paper, where you will work in a group to develop a paper. There will also be a midterm and final exam, which will not only be a test of reading comprehension but also ask you to discuss the works. My approach to exams is not to find out what you don't know; rather, I find it more valuable to put you in a position to do well. More on that later.
- **Presentation at EIU English Studies Conference.** If arrangements can be made, you will be making a presentation at EIU on April 10th at the English Studies Conference. Along with your group from Paper 2, you will present the results of your study.
- **Assignment Guides & Expectations.** There will be an assignment sheet for all written tasks, which, especially in the formal papers, outlines in detail the expectations and parameters of the task and how the papers will be evaluated.
- **Revisions.** You may revise formal papers 1 and 2, providing you turned it in on time and that you discuss the revision with me before resubmitting. I usually allow 5-7 days for a revision. If you do not discuss the revision with me, you may not re-submit.
- **Response Papers & Discussion/Forum Posts.** You will be frequently writing brief response papers and posts for the D2L Discussion Board. Typically I will give you some feedback on the response papers (especially if it looks like you're having difficulty with it); however, these will be brief. I usually do not respond directly to your D/F posts, but comment on them as a whole and what they show.
- **Grades.** You can review your overall progress by consulting your scores in D2L's "Grades" area. The scores may not be "up-to-the-minute" accurate but will give you a good picture of your status. All of the major graded activities (papers and exams) are of equal weight (approx. 15%), meaning you will always need to do consistently strong work to do well in the course.

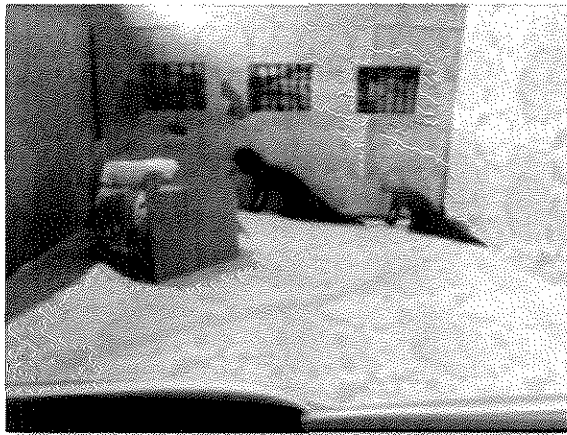


Illustration for Charlotte Perkins Gilman's
"The Yellow Wallpaper"

Units of Study

Unit 1: "Narrative Medicine": How & Why We Tell Stories (Wks 1-3)

- Overview: This unit focuses why and how we tell stories as humans, identifying how the practices and discourses of the human body (medicine and health) closely aligns with the practice of the humanities — the constructing and telling of stories. Students will read a variety of excerpts of contemporary thinkers (from health and humanities) on the importance of narratives and the importance of "listening" to those narratives. Most importantly, students will become acquainted with "how" a story is told, not just what it says.

Unit 2: "Death is Normal": Technology, Death, & the Human Body (Wks 4-7)

- Overview: This unit focuses on the matrix of death, mortality, and technology as it studies a historical text (Mary Shelley's *Frankenstein*) alongside a contemporary narrative (Kazuo Ishiguro's *Never Let Me Go*). Students will also read excerpts from writers such as Atul Gawande, Caitlin Doughty, Hilary Mantel, and Paul Kalanithi.

Unit 3: "I Contain Multitudes": Contagion, Viruses, & Metaphors (Wks 8-11)

- Overview: This unit studies a variety of fictional and non-fictional contagion narratives, studying the role of narratives in how we use metaphors to talk about disease. We will read excerpts from contagion stories alongside how professionals describe disease and contagion. We will also look at cinematic portrayals of disease and contagion.

Unit 4: "I'm Depressed": Mind, Memory, & Trauma (Wks 12-15)

- Overview: In the final unit, we will look at topics related to mental health in MHH, focusing on the concept of the "interior self" as expressed in stories of depression and eating disorders. The readings and films (historical and contemporary) will acquaint you with a variety of stories in a range of forms (from Gilman's "The Yellow Wallpaper," to a legal review of Andrea Yates, to contemporary portraits of anorexia). These deeply engaging texts not only challenge the stability of conventional notions of the interior self, but also invite you to reflect back upon earlier readings. Similarly, you will get another opportunity to deploy the analytical skills you developed in Unit 3 (regarding metaphor and metaphorical reading). The formal paper for this unit will also invite you to connect course topics to your professional goals.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-65