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ENG 1099G-099: Stories Matter, Honors 1, 2, 3, 4, 5

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ENG 1099G-099: STORIES MATTER — HEALTH & MEDICINE (95566)
FALL 2022
3 CREDIT HOURS

Professor: Dr. C.C. Wharram
Email: ccwharram@eiu.edu
Office: 3010 Coleman; 1222 Booth Library
Office Hours: MTTh 12:15-13:45 in Booth; and by app't
Mailbox: 3155 Coleman

Course Information:
11:00-12:15 TTh
Section: 099
Room: CH 3609

REQUIRED TEXTS AND MATERIALS

- *Frankenstein* by Mary Shelley
- *Journal of the Plague Year* by Daniel Defoe
- *Being Mortal: Medicine and What Matters in the End* by Atul Gawande
- *Selected Essays* by David Hume

COURSE DESCRIPTION:

This course investigates the relationships between health, medicine and literature. These fields of study—methods of examining health and medicine on the one hand, and approaches to literary texts on the other—can complement and enhance each other when considered in an interdisciplinary way. In this course, we will discover *how*, and *why* such approaches are beneficial.

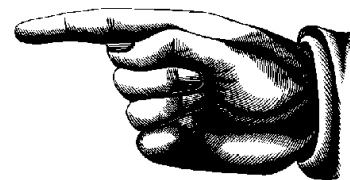
We will begin with the genre “science fiction.” Why? *Science fiction* is a logical place to start thinking about the advantages of an interdisciplinary bridging between the arts & humanities on one side, and health & medicine on the other, since the term itself brings together the two approaches in its name, “science” - “fiction.” We will be reading science fiction from 1818 to 2018.

LEARNING OBJECTIVES:

In this course, we will aim (1) to *acquire techniques of reading gleaned from literary texts that can be applied to the worlds of health and medicine*. Or, in other words, we will *expand our understanding of the various approaches across disciplines that can be used in addressing issues in health and medicine*. As we examine texts, we will also look (2) to *enhance our critical consciousness that the insights of health and medicine can make us better and more attentive readers*. Through our various assignments and class discussions, we will (3) *develop skills in critical thinking, research, and written presentation*.

ASSIGNMENTS & EVALUATION:

MIDTERMS AND FINAL: 30%
QUIZZES: 0%
COURSE PARTICIPATION: WRITTEN RESPONSES 35%
PARTICIPATION: 10%
HONORS FINAL PROJECT: 25%



GRADING SCALE:

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

OTHER VALUABLE OBJECTS AND/OR ABSTRACT QUALITIES:

Paper for writing down notes and ideas; and a sense of humour, an abiding curiosity, and a desire to succeed.

COURSE REQUIREMENTS & ASSESSMENT**PARTICIPATION: 10%**

In this class, I want us to think of learning as an exercise in community. The time we spend together is our opportunity to exchange ideas and create a positive learning environment. At the end of the semester when I reflect on your participation (and the grade I will give you for “participation”), I will consider not only how often you contributed to class discussions, but the *quality* of those comments.

Also, I expect a high level of commitment in class, so checking your notifications, surfing, sleeping, etc., will greatly reduce your participation grade.

In order to facilitate greater engagement in the course material (and, quite frankly, each other), I encourage you to consider leaving your devices in your place of residence or your vehicle. If you must keep it with you, it should never be seen in the classroom.



Because I am convinced, based on clear research evidence and my own experience, that screen technologies distract not only the users themselves, but also—and more importantly—other students, resulting in poorer learning outcomes and environments, I do not allow the use of laptops in this classroom, unless for accommodative purposes deemed necessary by health professionals. Please let me know at your earliest convenience about questions or concerns.

COURSE PARTICIPATION: WRITTEN RESPONSES 35%

I will be asking you to write out “responses” to our class discussions during 7 of the 15 weeks of the semester. You must write a response to the first week’s discussion, just to get you started. These responses should be written well (that is, you should think about them deeply and revise them after completing a first draft), and they should at times include reference—*by name*—to other students’ ideas expressed in class. You will submit these responses at the end of the week (any time from the end of class on Friday to the end of the weekend) to a folder in our class D2L page. (I would like to spend my Mondays reading (and assessing) your responses, so if you get them done Sunday-night-slash-wee-hours-of-Monday, that’s fine. Responses should be a minimum of 250 words, but you may write as much as you like. For your responses, always focus on finding something you want to say—something that the world needs to hear. The responses do not need to be “complete.” That is, you shouldn’t stress finding conclusions. They are meant to be exploratory and speculative, rather than conclusive and summative. By the way, if you find yourself engaged in a particular topic, and you write an awful lot, please do tell me that you got carried away because the topic was so interesting for you, and ask me if maybe it could count as two responses. That seems fair, doesn’t it?

QUIZZES: 0%

I may give you quizzes throughout the semester to track your reading, and your retention of important facts and content. If your reading practice is such that you often forget the things you read days or even hours after you read them, then I suggest two things: 1) change your reading practice, and 2) complete your readings at least twice—once for basic comprehension, and twice for retention of the main ideas and facts. If I had a magic elixir to give you that would help you remember everything you read, I would give it to you. We will, however, discuss in class some of the ways you can improve *how* you read.

MIDTERMS AND FINAL: 30%

There will be one midterm exam in this class, worth 15%, and a final, also worth 15% of your grade. The midterm is short (75 minutes maximum) and will involve your close reading of an important passage (or passages) from one or more of the literary texts on our reading schedule. We will practise this exercise before I ask you to write the midterm. The final will be similar.

(FOR HONORS STUDENTS) HONORS FINAL PROJECT: 25%

If you are taking this course as an honors student, you are required to write a sustained research paper on a topic you will arrange with me during the course of the semester. Part of the assessment for this paper will include a project proposal, and a brief presentation of your work. This presentation will be informal and is intended solely to give you an opportunity to hone your skills in a friendly environment. That is, the presentation is required, but not graded. We all want to hear about what you are working on, thinking about, and/or some of the discoveries you have made.

As we all know, success in learning is more about one's attitude than one's skills. To succeed in this course, your biggest assets will be an abiding curiosity about ideas unfamiliar or new to you and the desire to succeed. Meeting all deadlines, working hard, and having a positive attitude when facing challenges are key drivers for successful learning. If a reading feels "boring" or "too hard," I encourage you to embrace that feeling, and recognize it as an incentive to reflect on ways to improve. For your responses, always focus on finding something you want to say—something that the world needs to hear. The responses do not need to be "complete."

ON BOREDOM:

Boredom is underrated. It really is. If you feel bored occasionally during your first semester at university, or any other, you should count yourself lucky. We will speak more about this in class. If, however, you are bored with the topics you have chosen for yourself to write about in this class (either for the responses or the final project), you should work on finding more interesting topics to write about!

A Note about Readings: Assigned texts should be read by the date on the reading schedule (or changes made to the schedule).

I would like to comment on *how* you should read in this course. **I encourage you to read everything at least twice for this class.** When you are not using textbooks from TRS, mark in the text while you read, underlining what seems like important sentences and noting where you have questions. Some students feel that this sort of marking is disrespectful to the text, but it is

common practice in college and aids you in comprehension. Granted, if you are using a rental book, you can't mark in them. You can, however, use post-it notes to highlight key points, and take notes in a separate notebook. Please *come prepared with a comment or question regarding each of our readings* so that you are fully engaged in the class discussion. Finally, you must always have the reading in front of you. If you arrive without your reading in print, you are not fully participating in class.

THE CATALOGUE DESCRIPTION: *ENG 1009G. Stories Matter 5. (3-0-3) On Demand. A study of literary texts that engage some of the most vital topics in our world today (5: Health and Medicine). Prerequisite: "C" or better in ENG 1000 (may be taken concurrently) or ENG 1001G (may be taken concurrently). A limit of 3 hours may be applied to a major or minor. WI*

COURSE POLICIES

Attendance, punctuality, and meeting deadlines are all part of academic life. Coming to class is part of your obligation to your academic career and to your community, just as it is when you have an "official job." In other words, please do come to class. Students who miss class usually have great difficulty passing this or any other university course, or, in your case, maintaining "honors" status. For this reason, missing more than five classes—which constitutes more than 20% of class time for this course—will result in your receiving an "F" for the class. You should not interpret this policy as "allowing for"—or "encouraging"—five missed classes! Every class you miss reduces the amount of time you spend learning together with others. If you find yourself in a situation that is causing you to miss classes, please discuss the situation with me as soon as possible, and we will work on finding ways for you to remain in the course, if we can.

All major writing assignments must be completed in order to pass the course.

PRONOUNS

To address the issues of preferred-gender pronouns (PGPs), I cite (with appropriate changes) an [editorial by undergraduate student Christiana M. Xiao](#): "I personally take any pronouns. But people by and large are uncomfortable with that idea, even though 'any' literally means you can't get it wrong. So I often need to qualify my PGPs as 'any pronouns — people generally use [he/his],' since I have a [man's] body and a [man's] face and I know people are most comfortable using [he/his] to refer to me. As you might imagine, that's a little long to fit on the end of my display name in Zoom." I welcome you sharing your PGPs with me, by email or in conversation, but I do not mandate that you introduce yourself to others with your pronouns, for the good reasons outlined by Xiao in the article cited below.

Xiao, Christina M. "The Case Against Mandatory Preferred Gender Pronouns." *The Harvard Crimson* (16 October 2020). <https://www.thecrimson.com/article/2020/10/16/xiao-against-mandatory-preferred-gender-pronouns/>

COLLEGE CONDUCT

EIU's composition director Timothy Taylor wrote following guidelines. I think they offer solid advice, but I have edited his suggestions slightly, in order to reflect my own voice and enhance a few points.

Guidelines for Any College Course:

1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you.
4. When we are engaged in course discussions, be prepared to contribute, revise your opinions, and compose your ideas articulately. You don't always have to talk, but listening is a must.
5. Respect others' opinions and be open to them, even if you disagree. And it is okay to disagree, with your peers and with me.
6. Even though it is sometimes very tempting, do not carry on side conversations with other students when the instructor or a student has the floor during class.
7. General rudeness and disrespect, to each other or to me, will not and should not be tolerated by any of us.
8. No profanity (with obvious exceptions). We will speak more about this in class.
9. If you are sleeping, you are giving everyone else in the class an impression that you probably don't want them to have.
10. Unless it's a pressing need, use the restroom before or after class. It's only 75 minutes!
11. Phones. Screens of any kind. Different instructors will have various policies, but you have the right to make **the best decision that will help you succeed at university**, and that decision is this: **you should leave your phone in your room**. If you can't do that, you should promise yourself that for every class, you will put your phone in a place where it will be inaccessible to you and inaudible for the entire class. We will speak more about this in class.
12. Listen to the little voice in your head that tells you that it's important to get enough sleep, to avoid addictive behaviors and actions of all kinds, to eat healthy foods even when more tempting options are available, and to take the time to ask the people around you questions about their lives.

Email Policy:

I welcome emails if you have questions or concerns about your work in this class. Emailing provides you with an opportunity to show yourself off in the best light, and I want to help you do just that. Developing a professional manner in your emails will help you with other professors and also give you practice in effective communication.

Here are some ideas for writing effective messages through email:

- Use the subject line. Leaving it blank is almost unpardonable!
- The subject should be clear, such as "Absent This Friday" or "Question about Revision" or "Availability for a Meeting?" If your subject is "Hello," your professor might think that your email is spam.
- Use an address, such as "Dr. Wharram," or "Dear Dr. Wharram". At the university level, it's safest to use "Dr." or "Prof." Instructors who do not have doctorates and want you to write "Mr." or "Ms." will let you know. Better to err on the "up side."
- Be concise yet clear in your question or request.
- Use paragraph breaks for reading ease and strong organization.
- Proofread.
- Refrain from using abbreviations or "talking-prose."
- Close with a short statement followed by a comma and your name, such as "Thanks for your time," or "Sincerely," or "Have a good weekend".

Following these guidelines should help you make good impressions on your current and future professors.

ESSAY FORMAT

Your paper should include a title—even if it’s simply “Response #1”—and page numbers. Format: 12-point Garamond font (or similar), double-spaced, with one-inch margins. Always submit your papers using a consistent documentation format.

PLAGIARISM

Plagiarism will not be tolerated and will result in a failing grade on the assignment, if not for the course. I follow the departmental policy 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.”

UNIVERSITY-WIDE POLICIES

Academic integrity

Students are expected to maintain principles of academic integrity and conduct as de-fined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations are reported to the Office of Student Standards.

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 (SDS). All accommodations must be approved through SDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

Using the Writing Center

I encourage you to use our wonderful Writing Center located at 3110 Coleman Hall. This free resource provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929.

Eastern Illinois University Learning Goals
(<http://www.eiu.edu/learninggoals/revisedgoals.php>)

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
6. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.

4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

1. Performing basic calculations and measurements.
2. Applying quantitative methods and using the resulting evidence to solve problems.
3. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
4. Critically evaluating quantitative methodologies and data.
5. Constructing cogent arguments utilizing quantitative material.
6. Using appropriate technology to collect, analyze, and produce quantitative materials.

Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

1. Engaging with diverse ideas, individuals, groups, and cultures.
2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Participating formally and informally in civic life to better the public good.
4. Applying knowledge and skills to new and changing contexts within and beyond the classroom.