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ENG 1009G-160: Stories Matter Dual Credit

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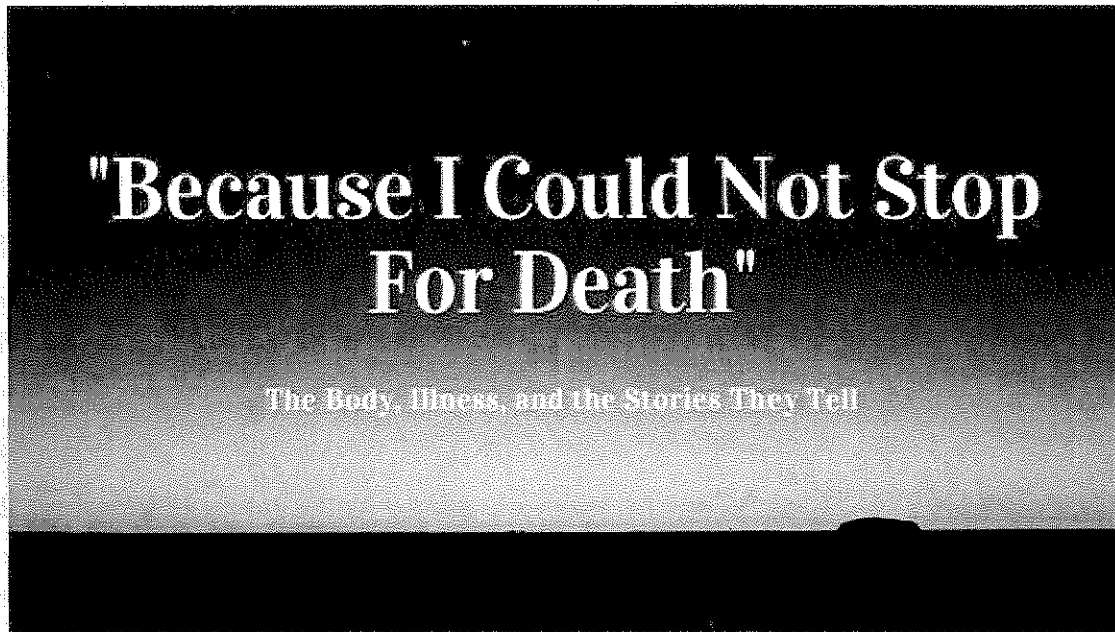
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Advanced Literature / English 1009G
Monticello High School
Fall 2018

"Because I Could Not Stop for Death": The Body, Illness, and the Stories They Tell

Mr. Casey Crowhurst and Dr. Randall Beebe



Course Description

In conjunction with Eastern Illinois University, as part of the Humanities segment of EIU's General Education program, Advanced Composition 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.

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. This also holds true for Monticello High School's 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 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.

The course is divided into four units (see unit overview below), and, in each unit you will be asked to read material, participate in discussions, complete reading quizzes, write response papers, and other related activities. For Units 2-4, you will need to complete a formal paper (each worth 15%).

Units of Study

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

- Overview: This unit focuses on why and how we tell stories as humans, identifying how the practices and discourses of the human body (medicine and health) closely align 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 this unit, students will read non-fictional accounts of two different ways health is problematized in contemporary society, focusing in particular on mental health and related institutions. One story is a cross-cultural problem that highlights communication and cultural barriers in medicine (Anne Fadiman’s *The Spirit Catches You*). The second central story shows the collision between medicine and law (in the gripping account of Andrea Yates), as it profiles our depictions of motherhood, mental health, and gender.

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Course Calendar

- The Calendar below is an approximate guide.
- I may move readings (in a unit) earlier or later, depending on school activities, weather, or other factors.
- For each unit, there is a “Unit Overview & Schedule” that provides more details on the readings, writing activities, and due dates. As we get into the semester, these guides will become important for you to consult and keep you on track.
- Pay attention to the due dates for the assignments, since when they are **actually due** may be different from the date they are listed.
- Extensions or make-up work will be allowed, providing you have made arrangements with me ahead of time.
- D/F Post refers to the “Discussion/Forum” area on D2L or Google Classroom (Stream). Note: In some cases, you won’t be able to see what others have posted until you make a post.
- All Response Papers should be submitted to the appropriate D2L Dropbox or on Google Classroom, depending on what we end up using for the course.
- Always consult the assignment sheets for specific instructions on the assigned activities.

	Readings	Assignments/Activities
Week 1 8/20-8/24	Course Introduction <ul style="list-style-type: none">• What is MHH?• Role of the Humanities• Stories are “Serious Business”• How to Succeed in this Course	Read the next story and poem for homework.
Week 2 8/27-8/31	E. Dickinson, “Because I Could Not Stop For Death” J. Gottschall, “The Witchery of Story” (from <i>The Storytelling Animal</i>) “The Use of Force” by Williams	Analysis and comparison/contrast between the two pieces. Quiz over poem and excerpt from Gottschall. Response paper 1 due based

		on discussion
Week 3 9/4-9/7	"The Case of the Red Leg" by Atul Gawande	Discussion of "The Use of Force" and how themes relate to "TCotRL"
Week 4 9/10-9/14	"The Two Kinds of Stories" article and TED talk by Emily Smith "When Breath Becomes Air" prologue by Dr. Kalanithi	Discussion questions and assign response paper 2.
Unit 2:		
Week 5 9/17-9/21	Caitlin Doughty, "Shaving Byron"; "Puppy Surprise"; "The Thud" (from <i>Smoke Gets in Your Eyes</i>) Atul Gawande, <i>Being Mortal</i> (Chaps. 1, 2, 4) Introduce Paper 1	D/F Post (Doughty reading)
Week 6 9/24-9/28	M. Shelley, <i>Frankenstein</i> Discussion Topics: Technology & Death Technology & Medical Ethics: Should Victor Make a Partner for the Monster	Reading Comprehension Quiz
Week 7 10/1-10/5	Finish <i>Frankenstein</i> Read: the myth of "Cura" K. Ishiguro, <i>Never Let Me Go</i> (film adaptation) M. Edson, <i>Wit</i> (film adaptation)	D/F Post: Debate on Medicine & Technology
Week 8 10/9-10/12	Week devoted to studying reading assignments & developing paper topics (for Paper 1); review and discussion of readings	Response Paper 3
Unit 3:		
Week 9 10/15-10/19	Lakoff & Johnson, "Metaphors We Live By" J. Geary, "Metaphor & Thought" (excerpt from <i>I Is an Other</i>) S. Vosniadou, "Metaphors & Children" D. Brooks, "Poetry for Everyday Life"	
Week 10 10/22-10/26	B. Basler, "How Bacteria Talk" (TED Talk) R. Preston, <i>The Hot Zone</i> (Parts 1-5)	D/F Post: Hunting for Metaphors

	Begin watching & studying films	
Week 11 10/29-11/2	Topics of Discussion: Reading Metaphorically; Presentation Assignment Watch & Discuss films: <i>Outbreak</i> , <i>Contagion</i> , & <i>28 Days Later</i>	Response Paper 4: Response to film/Proposal for Presentation
Week 12 11/5-11/9	Review & Work on Presentation Assignment	
Unit 4:		
Week 13 11/12-11/16	D. Leader, "The New Black" M. O'Rourke, "What's Wrong With Me?" W. Wordsworth, "Surprised By Joy" C. P. Gilman, "The Yellow Wallpaper" Introduce Paper 2	Response Paper 5 (Review of Presentations)
Week 14 11/19-11/23	D. Denno, "Who Is Andrea Yates?" Film: <i>Girl, Interrupted</i>	
Week 15 11/26-11/30	Review & Discussion of texts for Unit 4 film	Response Paper 6 (Paper 2 Proposal)
Week 16 12/3-12/7	Work on Paper 2 Course Review & Preparation for Final Exam	