

Eastern Illinois University

The Keep

Spring 2020

2020

Spring 1-15-2020

ENG 1009G-150: Stories Matter Dual Credit

Terri Fredrick

Eastern Illinois University

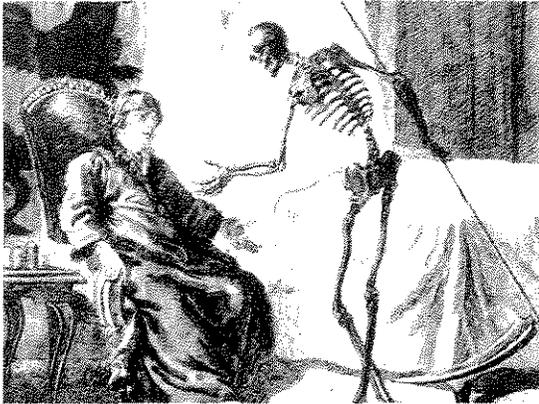
Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_spring2020

Recommended Citation

Fredrick, Terri, "ENG 1009G-150: Stories Matter Dual Credit" (2020). *Spring 2020*. 40.
https://thekeep.eiu.edu/english_syllabi_spring2020/40

This Article is brought to you for free and open access by the 2020 at The Keep. It has been accepted for inclusion in Spring 2020 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Because I could not stop for death: The Body, Illness, & the Stories They Tell



Dr. Terri Fredrick
tafredrick@eiu.edu
3070 Coleman Hall

●office hours:
M 1–3 pm
T 12–1 pm
W 10–11 am

Partner High School Instructors:

Sean Kirksey, Okaw Valley HS, kirkseys@okawvalley.org
Janelle Rafferty, ALAH HS, raffertyj@cusd305.org
Nicole Vineyard,
Casey-Westfield HS, nicole.vineyard@caseywestfield.org

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 & nonfiction
excerpts

Requirements

Unit 1 narrative assignment 10%

Unit 2 analytical paper 20%

Unit 3 team presentation 15%

Unit 4 reflective paper 15%

Final exam 15%

Response papers, quizzes, posts 25%

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. 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.

This course primarily involves reading, discussion and writing—a great deal of 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!

Minimum Technological Requirements

- Reliable access to the Internet
- Ability to navigate D2L (EIU's learning management system)
- Ability to read documents using Word, PowerPoint, 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 from a series of different reading experiences in formal and informal written assignments and essay exams.
3. Develop written communication skills by practicing various aspects of the writing process (e.g., drafting, outlining, and revising based on instructor feedback) throughout the semester in formal written assignments.
4. Listen and respond articulately to the ideas and perspectives represented by instructor and peers.
5. Reflect on the value of a text for yourself as an individual and for the world in which we live.
6. Examine the value of expression and creativity, especially in literature and literary analysis.

Academic Honesty

Students are 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 responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment 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.

Additional Course Policies

Deadlines

Each assignment and activity will have a deadline (date and time). Since this class is held online, please plan to submit assignments by the deadline even if you do not attend school that day. Late projects will be docked 5% or 2 points, whichever is greater, per day until they are submitted.

All four of the unit projects and the final exam must be submitted in order to pass the course.

Prompt, professional communication

Online communication is common at universities and within many professional organizations, and this class will offer you plenty of opportunity to practice. Participation looks different in an online environment than a face-to-face environment, but active, positive interaction remains an important part of successful classes. To that end, I direct your attention to the following course policies:

- Meet deadlines established for the course, including those your team sets in the Unit 3 project.
- Log into D2L at regular intervals (at least four times per week) to see if there are emails, discussion board posts, or assignment feedback that you should respond to.
- Write all class correspondence (e.g., emails, discussion posts, text messages) professionally. I may provide you with (private) feedback on the style, tone, content, and organization of your emails, texts, discussion board posts, etc. To help you get started, here's an old, but still useful, blog post of [tips for emailing a professor](#).
- Communicate regularly with classmates and course instructors. If you receive a message but you cannot immediately provide what has been requested, send an acknowledgment that you have received the message and indicate *when* you will provide the requested information or material.

Units of Study

Unit 1: *Narrative Medicine: How and Why We Tell Stories* (Weeks 1–3)

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, and the Human Body* (Weeks 4–7)

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, and Paul Kalanithi.

Unit 3: *I Contain Multitudes: Contagion, Viruses, and Metaphors* (Weeks 8–11)

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, and Trauma* (Weeks 12–15)

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.

Course Overview

- The Overview below is an approximate guide, intended to keep you on schedule with students at other schools) as we move through the course together. Your high school instructor has the discretion to 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" and a week-by-week guide that provides details on the readings, writing activities, and due dates. If there is a discrepancy between this overview and any information provided in a unit, the unit information is correct, as I will be updating the units frequently.
- Assignments and activities should be submitted by the deadlines given. **Late submissions will be docked 2% or 5 points per day, whichever is greater.** If deemed necessary by your high school instructor due to snow days, school activities, or other factors, extensions may be granted to specific classes.
- D/F Post refers to the "Discussion/Forum" area on D2L. Note: In some cases, you won't be able to see what others have posted until you make a post.
- All Response Papers (RP) should be submitted to the appropriate D2L Dropbox (in Word or PDF format). If you use Google Docs, be sure to save your file as a PDF before you upload. When you upload a paper, make sure you receive a "receipt" from D2L. If you don't, you haven't successfully uploaded it.
- Always consult the assignment sheets in each unit for specific instructions on the assigned activities.
- You are **always** welcome to contact me directly with any questions: tafredrick@eiu.edu

	Readings	Assignments/Activities
Week 1	Unit 1: "Narrative Medicine": How & Why We Tell Stories	
Jan 13–17	Course introduction <ul style="list-style-type: none"> • Course Syllabus • What is HMH? • How to Succeed in this Course Dickinson, "Because I Could Not Stop for Death" "Story and Structure": 4 Things to Look for When Reading" Gottschall, "The Witchery of Story" & "Hell is Story-Friendly" Charon, "The Sources of Narrative Medicine"	<ol style="list-style-type: none"> 1. Course Overview Quiz 2. Complete Survey 3. Update D2L profile 4. D/F 1.1: Introduction 5. D/F 1.2: Passage from Gottschall reading
Week 2	Unit 1 (continued)	
Jan 20–24	Williams, "The Use of Force" Gawande, "The Case of the Red Leg" Bruner, "So Why Narrative"	<ol style="list-style-type: none"> 1. D/F 1.3: Response to Williams 2. RP 1.1: Response to Gawande
Week 3	Unit 1 (continued)	
Jan 27–31	Gawande, "Whose Body It It, Anyway" Smith, "The Two Kinds of Stories We Tell About Ourselves" Optional: Kalanithi, Prologue to <i>When Breath Becomes Air</i>	<ol style="list-style-type: none"> 1. Quiz 1: Unit review 2. Unit 1 project: Narrative essay
Week 4	Unit 2: "Death is Normal": Technology, Death, & the Body	
Feb 3–5	Doughty, "Shaving Byron," "Puppy Surprise," "The Thud" Gawande, Being Mortal (Chapters 1, 2, 4)	<ol style="list-style-type: none"> 1. RP 2.1: Response to Doughty 2. D/F 2.1: Response to Gawande

Week 5 Feb 10–14	Unit 2 (continued) Shelley, <i>Frankenstein</i>	1. D/F 2.2: Response to <i>Frankenstein</i> 2. D/F 2.3: Response to <i>Frankenstein</i>
Week 6 Feb 17–21	Unit 2 (continued) <i>Never Let Me Go</i> (film adaptation) <i>Wit</i> (film adaptation)	1. RP2.2: Unit 2 essay proposal 2. D/F 2.4: Response to films
Week 7 Feb 24–28	Unit 2 (continued) Continue discussing readings and films	1. Rough draft of Unit 2 essay 2. Unit 2 quiz 3. Unit 2 project: Analytical essay
Week 8 Mar 2–6	Unit 3: “I Contain Multitudes:” Contagion, Viruses, & Metaphors Lakoff & Johnson, “Metaphors We Live By” Geary, “Metaphor & Thought” Brooks, “Poetry for Everyday Life” Basler, “How Bacteria Talk” (TED Talk)	1. D/F 3.1: Hunting for Metaphors
Week 9 Mar 9–13	Unit 3 (continued) R. Preston, <i>The Hot Zone</i> (Parts 1; 2–5) Begin watching films: <ul style="list-style-type: none"> • <i>Outbreak</i> • <i>Contagion</i> • <i>Optional: 28 Days Later</i> 	1. RP 3.1: Response to Preston 2. D/F 3.1: Response to Preston 3. RP 3.2: Unit 3 project ideas
Week 10 Mar 23–27	Unit 3 (continued) Continue watching/discussing films	1. RP 3.3: Reading a scene 2. D/F 3.2: Response to films
Week 11 Mar 30– Apr 3	Unit 3 (continued) Review & Work on Paper 2	1. Unit 3 quiz 2. Unit 3 project: Team presentation
Week 12 Apr 6–10	Unit 4: “I’m Depressed”: Mind, Memory, & Trauma <ul style="list-style-type: none"> • Leader, “The New Black” • O’Rourke, “What’s Wrong With Me?” • Denno, “Who Is Andrea Yates?” 	1. D/F 4.1: Response to Leader 2. RP 4.1: Response to Denno
Week 13 Apr 13–17	Unit 4 (continued) Gilman, “The Yellow Wallpaper” <i>Girl, Interrupted</i> (film) <i>The Others</i> (film)	1. D/F 4.2: Response to Gilman 2. RP 4.2: Response to Gilman & <i>Girl</i>

Week 14 Apr 20–24	Unit 4 (continued) TBD	1. Unit 4 quiz
Week 15 Apr 27– May 1	Unit 4 (continued) Course Review & Preparation for Final Exam	1. Unit 4 project: Reflective essay
Finals week May 4–7		1. Final exam

- Paper 3 Due: Wed., May 2 by 11:59 pm (D2L)
- Final Exam: TBD (Week of April 30-May 4, 2018)