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ENG 1009G-243: Stories Matter Dual Credit

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Eastern Illinois University

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MODALITY: face-to-face	LOCATION: EGHS Room 139

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A. COURSE DESCRIPTION

A study of literary texts that engage some of the most vital topics in our world today. 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.

B. PREREQUISITE INFORMATION

EIU - “C” or better in ENG 1000 (may be taken concurrently) or ENG 1001G (may be taken concurrently).

C. STUDENT LEARNING OUTCOMES/COMPETENCIES

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.

D. COURSE MATERIALS/ TEXTBOOK

All texts will be accessed electronically through Schoology.

Ins

Unit 1:

- 1.1 Emily Dickinson, "Because I Could Not Stop For Death"
- 1.2 Jonathan Gottschall, "The Witchery of Story"
- 1.3 Rita Charon, "Sources of Narrative Medicine"
- 1.4 Danielle Orfi, "Communication and Its Discontents"
- 1.5 William Carlos Williams, "The Use of Force"
- 1.6 Jonathan Gottschall, "Hell is Story-Friendly"
- 1.7 Jerome Bruner, "So Why Narrative?"
- 1.8 Atul Gawande, "The Case of the Red Leg"
- 1.9 Emily Smith, "The Two Kinds of Stories We Tell About Ourselves"
- 1.10 Hilary Mantel, "The Heart Fails Without Warning"
- 1.11 Paul Kalanithi, Introduction to *When Breath Becomes Air*

Unit 2:

- 2.1 Caitlin Doughty, "Shaving Byron"; "Puppy Surprise"; "The Thud" (from *Smoke Gets in Your Eyes*)
- 2.2 Atul Gawande, *Being Mortal* (Introduction; Chaps. 1-2; 4)
- 2.3 Mary Shelley, *Frankenstein*
- 2.4 Kazuo Ishiguro, *Never Let Me Go* (Dir. Mark Romanek, 2010)
- 2.5 Margaret Edson, *Wit* (Dir. Mike Nichols, 2001)

Unit 3:

- 3.1 Lakoff & Johnson - "Metaphors We Live By" (excerpt)
- 3.2 I Is the Other (excerpts)
- 3.3 Bonnie Bassler, "How Bacteria Talk" (Ted Talk)
- 3.4 David Brooks - "Poetry for Everyday Life"
- 3.5 Richard Preston, *The Hot Zone* (Parts 1-5)
- 3.6 *Outbreak* (Dir. by Wolfgang Petersen, 1995)
- 3.7 *Contagion* (Dir. by Steven Soderbergh, 2011)
- 3.8 *28 Days Later* (Dir. by Danny Boyle, 2002) [optional]

Unit 4:

- 4.1 Megan O'Rourke, "What's Wrong With Me?"

- 4.2 Darien Leader, The New Black (Chapter 1 pp. 11-24)
- 4.3 William Wordsworth, "Surprised By Joy."
- 4.4 C. P. Gilman, "The Yellow Wallpaper"
- 4.5 D. Denno, "Who Is Andrea Yates?"
- 4.6 Girl, Interrupted (Dir. by James Mangold, 1999)
- 4.7 Feed 4.8 To the Bone

E. CLASS OUTLINE AND CALENDAR

WEEK	TOPICS	ASSIGNMENTS AND ACTIVITIES
WEEK 1	Intro to course - Narrative and Narrative Medicine	Narrative activity - peer retelling Quizzes: Dickenson/ Gottschall Discussion
WEEK 2	"Who has the right to choose?" Autonomy v. Paternalism	"Who has the Right to Choose":Class Discussion/ Debate Response Paper #1 Due
WEEK 3	"Beyond Narrative: What is the Lesson of a Story	Response Paper #2 Due: "The Case of the Red Leg" or "The Heart Fails" Discussion post: What's your story? Discussion post: Summary from class discussion 1/24 Assessment Quiz: Unit 1
WEEK 4	Begin Unit 2: "Death is Normal" Technology, Death, and the Human Body	Readings: Doughty, Gawande. Presentations Response paper #3
WEEK 5	Medical Ethics: Frankenstein	Discussion Post: OED assignment Class debate: Should Victor make a partner for the Monster?

WEEK 6	Film: <i>Never Let Me Go</i> or <i>Wit</i>	Discussion Post: Class Debate #2 Response Paper #5: Proposal for Essay #1
WEEK 7	Essay #1: Work time and conferences	WORK TIME AND CONFERENCES
WEEK 8	Unit 3: "I contain multitudes: Contagion, Viruses and Metaphors	Essay #1 Due Discussion Post: Hunting for Metaphors
WEEK 9	<i>The Hot Zone</i>	
WEEK 10	Outbreaks and their significance: Film: <i>Outbreak</i> or <i>Contagion</i>	Class debate: How to respond to Outbreaks? Major Assignment #2 Given
WEEK 11	Major Assignment #2: Collaborative Work Time	COLLABORATIVE WORK TIME AND CONFERENCES
WEEK 12	Unit 4: "I'm Depressed" Mind, Memory and Trauma	Readings and Presentations Major Assignment #2 Due
WEEK 13	Who Is Andrea Yates?	Discussion Post
WEEK 14	Film: <i>Girl, Interrupted</i>	Major Assignment #3 Assigned
WEEK 15	Work Time: Major Assignment #3	Major Assignment #3 assigned
WEEK 16	Course Review and Prep for Final	Final Exam

F. ASSIGNMENTS

Students will be assigned a variety of reading, annotating, writing, and discussion tasks throughout the semester. Tasks will focus on performing a close reading of various texts and generating and supporting an original and thoughtful response. Students will propose and complete a mutigenre research project as the major essay of this course. Annotations, response papers, and writing assignments will not be accepted after the due date for any reason. In the case of excused absence, a student may be granted one day per day absent.



G. STUDENT EVALUATION AND GRADING

Students who enroll in this dual credit course will receive a grade on both a High School District 214 and Eastern transcript. Policies related to these grades are outlined below.

Course grades will be determined according to the following categories:

Category	Percentage OR Points
Formal Assignments (3 assignments)	45%
Midterm Exam	15%
Final Exam	15%
Speaking Intensive Assignments	10%
Response Papers, Quizzes, Informal Writing	15%

The course will use the following grading scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Missed or late exams, quizzes, and assignments [High School District 214 Board Policy 6:290 AP]

A student, whose absence is authorized, unauthorized, or an excused absence will be permitted to make up the work missed. Credit given for such work will be appropriate to the nature of the work missed and to the quality of the make-up work. The teacher will establish reasonable time limits for its completion.

Student Participation Expectations

Students are expected to complete assignments for this course to the standard of a college class. A “C” is considered the minimum acceptable level of work. Any assignments that do not meet this level can be revised within 2 weeks. While time will be given 2x per week to complete class assignments, reading and writing must be done outside of class in order to meet deadlines.

DUAL CREDIT FINANCIAL AID IMPLICATION



Students whose dual credit grades fall below a “C” or receive a “W” could be in danger or impacting their future Financial Aid eligibility as dual credit grades affect college GPA and calculation of completed/non-completed courses.

H. COURSE WITHDRAWAL INFORMATION

Students are subject to both the Eastern Illinois University and High School District 214 withdrawal policies, each independently impacting grades awarded by each institution.

A student wanting to withdraw from a dual credit course should contact his/her High School District 214 counselor.

Students dual credit enrollment is also subject to the college’s enrollment and withdrawal policies. Students who withdraw from courses after designated drop period may risk receiving a ‘W’ or ‘F’ on college transcript.

COLLEGE/UNIVERSITY Withdrawal Policy

<i>Last day to drop class with no repercussions. After this date a ‘W’ grade will be assigned.</i>	January 16, 2020
<i>Last day to withdraw from class and receive ‘W’ on transcript</i>	March 20, 2020

Dual Credit Financial Aid Implications

Students whose dual credit grades fall below a “C” or receive a “W” could be in danger or impacting their future Financial Aid eligibility as dual credit grades affect college GPA and calculation of completed/non-completed courses.

I. ACADEMIC DISHONESTY

Students are subject to both the Harper College and High School District 214 academic integrity and honesty policies. Each may impact the academic activities at each institution.

High School District 214 Academic Integrity Policy

ACADEMIC INTEGRITY – Policy 6:282

Students, teachers, and administrators work together to establish and maintain an academic environment that is fair to all students. Students are expected to strive to maintain academic integrity and to refrain from academic misconduct or from aiding others in academic misconduct. Academic misconduct is subject to disciplinary action defined by District and school/ site procedures.

A pattern of absences that occur during classroom assessments (exams, projects, presentations, etc.) may create a presumption of academic dishonesty. Faculty will investigate such a pattern and apply consequences as outlined in the Academic Integrity policy. Teachers will review the District

policy and procedures regarding academic integrity at the beginning of every course and will incorporate instruction regarding the need for and value of academic integrity in their lessons.

I. Definitions of Academic Misconduct

- A. Scholastic Dishonesty: A breach of the standards of academic integrity including all forms of academic cheating; e.g., plagiarism, collusion, falsifying academic records, and any other act designed to give unfair academic advantage to the student.
 - B. Cheating: Any attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning. Cheating includes aiding other students in cheating, as well as the inappropriate use of technology that transmits data.
 - C. Plagiarism A form of cheating that involves presenting as one's own, the ideas or work of another. Plagiarism is not a question of intent. Any use of the content or style of another's intellectual product without proper recognition of the source, constitutes plagiarism.
 - D. Furnishing False Information Writing an exam or term paper for another student; soliciting another person to take an exam or write a paper for one's own class; submitting the same work in more than one course when doing so is prohibited; or representing oneself as another person.
 - E. Creating an Improper Disadvantage: Removing, defacing, hiding or deliberately withholding library books or other materials; contaminating a laboratory sample, etc.
 - F. Theft/Damage of Intellectual Property Sabotaging or stealing another person's assignment, book, paper, notes, experiment, or project; improperly accessing or electronically interfering via computer or other means with the property of another person.
 - G. Selling or Distributing Materials Selling or distributing course notes, handouts, readers or other information provided by a teacher without the teacher's permission.
 - H. Collusion: The act of forming a secret agreement for a fraudulent or illegal purpose.
- www.d214.org

II. Standard Consequences

When an incident of academic misconduct is suspected, the teacher will take reasonable action to establish whether it actually occurred. After giving the student notice of the allegation(s) and an opportunity to explain his or her actions, the teacher will take the following disciplinary actions when it has been determined that academic misconduct has occurred. The consequence for academic misconduct will always be more severe than the consequence for failing to do, turn in, or complete an assignment or to take the test/exam/assessment in question.

A. First Occurrence

1. Zero credit for the assignment or examination.
2. Possible course failure based on the weight of the assignment or examination.
3. The student is given the opportunity to complete the assignment/examination at the teacher's discretion at no credit.
4. The incident is reported to the division head and documented by the dean as a disciplinary incident, and the parent/guardian is notified by an administrator of the incident and possible course failure. "Academic Misconduct" is added to the discipline referral form.

B. Second Occurrence

1. Zero credit for the assignment or examination.
2. As a consequence, possible course failure as determined by the teacher and the

Building Principal's/ Director's designee(s).

3. The student is given the opportunity to make up the assignment/examination at the teacher's discretion at no credit.

4. Incident is reported to the division head and documented by the dean as a disciplinary incident and, the parent/ guardian is notified by an administrator of the incident and possible course failure. "Academic misconduct" is added to the discipline referral form.

5. The student may be excluded from consideration for academic awards.

C. Third Occurrence

1. Course failure.

2. Incident is reported to the division head and documented by the dean as a disciplinary incident and, the parent/ guardian is notified by an administrator of the incident and course failure.

3. The student will be excluded from consideration for academic awards. Incidents of academic misconduct are cumulative in individual courses; i.e., an incident in one course is unrelated to any incidents in other courses. The administration, however, may detect a pattern of academic misconduct that requires an additional or alternative disciplinary intervention. The incident may be considered a co-curricular code violation.

III. School Rules, District Policies, and the Law The consequences for violating the Academic Integrity policy are separate from and in addition to those assigned for violating school rules, other School District policies, and the law. Furthermore, this policy in no way limits the authority of the administration or Board of Education to impose other or additional consequences in accord with school rules and District policies. ADOPTED: April 2013

Eastern Illinois University Student Code of Conduct/Academic Integrity:

This class will operate according to the Student Code of Conduct for EIU that can be found on the University's website...<http://www.eiu.edu/~judicial/studentconductcode.php>. Strict adherence to this policy will be expected at all times without exception. Violators of this policy will be subject to appropriate disciplinary actions.

STUDENTS WITH DISABILITIES AND ACADEMIC ACCOMMODATIONS (High School District 214 Board Policy 6:120)

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's Special Education rules, that special education services are needed. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.



For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the School District in fulfilling its obligations to the District's disabled students.