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ENG 1009G-001: Stories Matter Health & Medicine

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Eastern Illinois University

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Stories Matter: Health and Medicine
ENG 1009G sect. 001, CRN 95564

Dr. Jeannie Ludlow

Fall, 2021

MWF 11-11:50 am in CH 3691

Office: 3139 Coleman Hall

Email: please send course-related emails via **D2L**

Mailbox: 3155 Coleman Hall

Office Hours: MW 2-4 pm, F 10-10:50 am and by appointment. I am willing to meet with you in person in my office, on D2L using collaborate ultra, on Zoom, Teams, Skype, FaceTime, or via telephone call. Please let me know how you prefer to meet!

The best way to reach me is **D2L email** (expect about 24 hours answer-time). If you need to reach me immediately during the work-day, please call the English Dept. main office (581-2428) and leave a message for me.

Course Description: In the past year, we have all been faced with hard truths about health and medicine. In this section of Stories Matter, we will work together to analyze stories about health and medicine, in order to learn what these stories can teach us about ourselves and our society. This course is writing intensive, which means that a significant part of the final grade will be earned through writing assignments. This course meets the “Humanities” general education requirement and can be applied toward the Health and Medical Humanities minor program.

A note about the materials we will read: Materials covered in this class include adult themes, including death, sex and sexuality, racism and other forms of oppression, anxiety, and mental health challenges. Students who are uncomfortable with this kind of material may want to take a different course. **I do not issue “trigger warnings”**; please do what you need to do to take good care of yourself both inside and outside of the classroom. If you need to talk, to debrief, to decompress with someone, I am 100% available to you for this. I care about your success and your ability to experience fully the amazing texts we will be reading together.

ENG 1009G is a Writing Intensive course. From the EIU website: “In such courses several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses the quality of students' writing should constitute no less than 35% of the final course grade.” (www.eiu.edu/~writcurr/purpose.php)

Course Format: This course is designated as *In-person Delivery*. This course is an in-person class, and students who do all the homework, attend regularly, and participate fully in class will have the greatest chances of earning high grades. However, the realities of COVID mean that our course format may change more than once throughout the semester. As things change, I will communicate with you as clearly as I can and give you as much fore-warning and as much assistance as possible. Also, I do not want people to come to class sick nor to feel punished for getting sick. Therefore, I will do my best to work with any student who misses class (even multiple classes) because of illness. We will try to work together to ensure that no one has to get behind if you are quarantined or isolated while asymptomatic. I intend to be here every

Monday, Wednesday, and Friday for scheduled course meetings (unless, of course, I am quarantined or isolated, in which case, we will meet online for two weeks). I fully expect you to be here, too, unless you are sick, quarantined, or isolated. I will not, however, be taking attendance for credit, so absences will not negatively affect your grade.

Course Expectations: It is my educational philosophy that each of us is responsible for their own education; the role of the professor is to guide and facilitate learning, not to tell students what (or how) to think. Therefore, it is expected that students will come to class having done all assignments, fully prepared to engage in discussions, activities, etc., that revolve around the assigned materials. All opinions and ideas are encouraged in this class; it is *never* expected that students will agree with everything they read, see or hear. Students will not be evaluated on their opinions but on their ability to analyze and evaluate texts and concepts and express their own opinions clearly and thoughtfully. Critical thinking and articulation of disagreements and difficulties are encouraged. **Note:** if we are moved to online for a short time either because of campus-wide changes or because I am quarantined or isolated, you will **not be evaluated** on the basis of how comfortable you are with online learning.

Student Learning Objectives—students will:

- 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 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.

Disability Services: If you have a documented disability and wish to receive academic accommodations, please contact EIU's Office of Student Disability Services (217-581-6583; McAfee Gym room 1210) as soon as possible. If you need COVID-specific accommodations, please also contact OSDS. In either case, and/or if you require assistance with any other circumstance that arises, please do contact me as soon as you can, so we can work out a good plan of action together.

Tech Support: Please know that, although I want to support you as much as I can, I am not your best resource for technical difficulties. Certainly, let me know what you are struggling with. In addition to letting me know, try these: a) for problems with **EIU.edu**, including being able to log in to D2L, contact EIU User Services—you can contact them via phone at 217-581-4357, email at support@eiu.edu, or on the web at <https://techsupport.eiu.edu>; b) for problems with **D2L**, contact Brightspace support—you can contact them via phone (1-877-325-7778), email, LiveChat, or the Brightspace Help link, all available in the bottom right-hand corner of your D2L homepage. Of course, if you have questions about the course content or assignments, you should ask me.

EIU Student Support Services: If you struggle with reading (or remembering what you read), notetaking, test-taking, time management/procrastination or other aspects of academic

success, check out EIU's **Student Success Center** (www.eiu.edu/~success, McAfee Gym Room 1301). Call for an appointment: 217-581-6696. If writing (or, at least, academic writing) just isn't your superpower, take your assignment and drafts to EIU's **Writing Center**—the folks there can help you shine up your argument and polish your words until your essay is sharp and clear. Go to <https://www.eiu.edu/writing/> to learn more and/or book an appointment (in person or online). If you have to confront academic anxiety, depression, or mental health struggles, please do call EIU's **Counseling Clinic** for an appointment—217-581-3413. Go to <https://www.eiu.edu/counsctr/> for more information. These are all wonderful resources for students who need support—and your student fees have already paid for them, so your appointments will be no charge and, at the Counseling Clinic and Disability Services, completely confidential. If you feel unwell, please call EIU's **Medical Clinic**: 217-581-3013.

RESTROOMS: The closest all-gender restroom to our class is on the 4th floor of Booth library kind of behind the “fishbowl” computer lab. In Coleman Hall, 2nd floor, there is a lockable two-stall restroom marked “faculty women’s restroom.” Anyone who is not safe in gendered restrooms might choose to use that one. If anyone gives you any guff about it, tell them Dr. Ludlow told you to use it; they can air their concerns to me. Gendered restrooms are located just down the hall from our classroom and on every floor in Coleman Hall.

IF YOU TEST POSITIVE FOR COVID, REGARDLESS OF WHERE YOU HAVE YOUR TEST, PLEASE CALL EIU’S MEDICAL CLINIC: 217-581-3013. This is campus policy. Failure to call and report your positive test may result in disciplinary action or removal from campus.

COVID-19 I know you have been told a thousand times already—make this a thousand and one: **wear a CLEAN MASK every day no matter what.** Your mask must cover both your mouth and your nose. If you show up to class without a mask, you will be instructed to leave the room, get a mask, and come back. If you wear a mask incorrectly, you will get one warning about wearing it correctly. The next time it is incorrect, you will be instructed to leave the room. There will be **no exceptions** to this. If you FEEL SICK, you must stay in your private space only (your room, apartment, or home). If you show up to class with a fever (and I’ll know), unable to focus, unable to breathe freely (as much as possible in a mask), you will be instructed to go back to your private space and call Student Medical Clinic (217-581-3013) or your doctor. There will be **no exceptions** to this. When you enter the room, sanitize; before you leave the room, sanitize. While you are in the room, keep your mask on correctly. This totally sucks; I know it does. But following these rules is the only way we will get to keep having class in-person this semester.

Not COVID-related Please do not come to class stoned or high. I’ll know (I grew up in the ‘70s). If I can tell that you are high, I will ask you to leave class for the day. I pass no judgment on your leisure activities, but class is a professional space, and stoned/high people disrupt others’ learning.

Required texts:

You are required to do all assigned reading for this course. Five required texts for this course are available from Textbook Rental. Several required readings will also be available only on-line via D2L or on the internet.

TRS TEXTS

Dunlap-Shohl, *My Degeneration: A Journey Through Parkinson’s*, graphic memoir
Kafka, “The Metamorphosis,” short story plus critical commentary
Ozeki, *My Year of Meats*, novel

Petersen, *On Edge: A Journey through Anxiety*, memoir
 Powell, *Swallow Me Whole*, graphic novel

Other Requirements:

You will need regular access to a computer and email and the ability to use D2L. If you need help with this, let me know immediately.

GRADES will be earned through the following components, each of which will be assigned a letter grade:

- 80 pts. Participation, up to 2 points per day (based on preparation, involvement in in-class activities and discussion; may include reading quizzes)
- 90 pts. learning activities, posted to D2L (6 activities @ 15 pts. each, due as indicated in the course schedule)—choose from the Buffet of Activities in D2L
- 40 pts. Take-home midterm exam
- 80 pts. Final research project (proposal = 15 pts.; first graded draft = 15 pts.; revised draft = 40 pts.; presentation = 10 pts.)

This is a total possible 290 points. The course final grades will be figured on a 270-point scale:

- 243 points and above = A
- 216-242.9 = B
- 189-215.9 = C
- 162-188.9 = D
- 161.9 and below = F

The idea is that you can skip or miss an assignment (or two) with less penalty, if you should get overwhelmed or sick. In other words, there is about a 7% cushion built into the grade.

LATE POLICY: Late work is strongly discouraged. If you are sick or have an emergency, please email me right away, so we can make a different plan for your assignments.

Writing assignments: Late grade penalty for all writing assignments (learning activities, take-home exams, final project proposal or drafts): 1-2 days late = -2 points; 3-4 days late = -3 points; 5-6 days late = -4 points; 7 or more days late = -5 points. **The late penalty will not happen if you contact me at least 24 hours before the assignment is due and ask for an extension.**

Final research project presentation: Please plan carefully; **do not turn it in late**. You **must be prepared** to present to the class on 12/6/21. If you are not ready in class on that date, your final project grade will go down 8 points (10%). Please remember that this presentation is short (5-8 minutes) and informal.

ATTENDANCE POLICY: Please do not attend class if you feel unwell or are afraid you may have been exposed to COVID. **There is no grade penalty for missing class.**

Email guidelines: (NOTE: this is good advice for emailing all your instructors) Communication with your instructors, whether by email, by phone, or in person, is a professional exchange. Please be sure to reflect this professionalism in your communication. All emails must have: an appropriate salutation (“Dear Professor,” “Hi, Dr. Ludlow,” “Hello, Jeannie,” etc.); the course info in the subject line (e.g. ENG1009G); and a recognizable signature. Your emails should be written with complete words and in complete sentences (“May I schedule an appointment with you?” not “Can I C U?”). Also, please note that I only check my email two or three times each school day. It often takes me one full school day (24 hours, M – F) to answer any email

message—I typically do not check my campus email on weekends. ALL COURSE-RELATED EMAILS SHOULD BE SENT ON D2L, IF AT ALL POSSIBLE.

CLASSROOM BILL OF RIGHTS AND RESPONSIBILITIES—the following constitutes an agreement between the students and professor for this course.

Everyone in this class (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others and explicit or deliberate hostility are not tolerated.

Everyone in this class (students, instructors, and guests) has the right to be treated with respect and dignity at all times, even in the midst of heated disagreement.

Everyone in this class (students, instructors, and guests) has the right to feel as safe as possible from viral transmission.

Everyone in this class (students, instructors, and guests) has the responsibility to behave as a competent adult and to be open and polite to one another.

Everyone in this class (students, instructors, and academic guests) has the responsibility to come to every class fully prepared to listen, to participate, to learn and to teach.

Everyone in this class (students, instructors, and guests) has the responsibility to work together to create, in this class, an environment in which active learning, including responsible and respectful questioning, is encouraged.

The professor has the responsibility to treat all students fairly and to evaluate students' work accurately, in terms of the skills that any student in this course is expected to gain.

The professor has the responsibility to make assignment requirements and evaluation criteria clear.

Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the students' personal opinions.

Students have the responsibility to view their professor as a partner in their education, not as bent on causing students anxiety and frustration.

Students have the responsibility to understand that the professor is not primarily responsible for making students understand; it is students' job to study, ask questions, and learn.

Students have the responsibility to keep an open mind and to try to comprehend what the professor and the texts are trying to get across to them.

Students have the responsibility to read the assignments carefully, noting important ideas and rephrasing information in their own words.

Students have the responsibility to work through examples in the assignments and in class discussions or lectures and to ask questions if they do not understand concepts or examples.

Students have the responsibility to do every bit of assigned homework with proper attention and thought.

Students have the responsibility to ask for help when they need it; help is available from the professor, from other students, from the Writing Center, the Student Success Center, and the Reading Center, and from other resources on campus.

Students have the responsibility to accept that their work will be evaluated in terms of the skills any student in this course is expected to gain.

Students have the responsibility to try to integrate the information from this course into other courses and into other areas of their lives.

ACADEMIC INTEGRITY: In this course, we will comply with EIU’s academic integrity policy (<https://www.eiu.edu/judicial/studentconductcode.php>). I have no tolerance for plagiarism or cheating. Please note that “plagiarism or cheating” includes (but is not limited to):

1. **quoting** from a source without fully and correctly citing that source and/or without using quotation marks
2. **paraphrasing** from a source without fully and correctly citing that source
3. turning in a paper with an incorrect or incomplete **works cited list**
4. **falsifying** data
5. turning in **someone else’s work** as your own—this includes (but is not limited to)
 - a. **copying** another’s work from a quiz or assignment
 - b. turning in work that **someone else wrote** for you
 - c. using on-line or hard copy **paper mills**
6. turning in **your own work that was written for another course**, without prior permission from both professors.

Violations of EIU’s academic integrity policy will result in an **automatic failing grade** in this course and notification of the Office of Student Services. For more information, see www.eiu.edu/~judicial.

WRITING ASSIGNMENTS

All in-class writing for grade will be hand-written in ink. All out-of-class writing will be typed, double-spaced, in a standard font, with your name and page numbers on every page. **Please do not submit cover pages to me—they are a ridiculous waste of natural resources.** When you submit papers via D2L, please be sure that all parts of the paper are in one document; never submit the Works Cited as a separate document. **Important: please remember that works cited lists in MLA are alphabetized by authors’ last names. All works cited lists must conform to MLA guidelines, 8th edition (2016).**

PARTICIPATION

Participation consists of regular attendance and productive participation in class discussions and in-class activities. Please note that the phrases **in bold** are the most important.

A = almost perfect attendance and almost never late; **active and substantive participation in class discussions, explicitly about the materials assigned for that day or unit**, involving obvious **critical thought** and making connections to other materials or examples; avoidance of “side” conversations in class; leadership role in group activities and discussion; professional interactions with others in class, even when disagreeing strongly, and in all communications with professor; consistent inattention to cell phones and other electronic devices during class

B = almost perfect attendance and almost never late; **consistent participation in class discussions and activities, even when confused or struggling with ideas**; professional behavior in class (including not carrying on “side” conversations and not being rude) and in all communication with professor; inattention to cell phones and other electronic devices during class

C = consistent attendance with full preparation of course materials but **little to no verbal participation in discussions** unless required; professional behavior in class and in all communications with professor; consistent “follower” role in group activities; OR **consistent enthusiastic participation in discussions and activities, with no explicit**

evidence of full preparation of course materials; professional behavior in class and in all communications with professor; inattention to cell phones/electronic devices during class
 D = frequent lateness or absence; **unprofessional, rude, or inappropriate behavior in class** or on discussion boards (including, but not limited to, doing homework for other classes, reading newspapers, occasionally attending to cell phones, “side” conversations, etc.)
 F = missing class; **disruptive or hostile behavior in class** or on discussion boards; frequent **attention to cell phones** or other electronic devices during class.

ALTERNATIVE PARTICIPATION GRADE OPPORTUNITY

If you are quiet and not inclined to speak up in class, this is the opportunity for you! Any student who posts their in-class discussion notes in the appropriate discussion board (labeled “**Notes <date>**”) within three days of the date can earn up to 2 participation points for that day (2 points for clear, accurate, readable notes; fewer points for notes that are confused, disorganized, etc. 0 points for notes others cannot read or understand). You may post your notes by: a. typing them up; b. scanning them; or c. taking a photo of them with your phone and posting it, **if** your handwriting is clear and legible. Remember, if we can’t read your notes, you will not earn any participation points for them.

LEARNING ACTIVITIES—use the “Assignment Buffet” in D2L to choose your activities

Due as indicated in the course schedule. Of course, you may submit these earlier in the week, too. You will complete a total of 6 learning activities. These learning activities are the educational equivalent of response papers. Therefore, each activity should demonstrate that you are A. completing your reading assignments; and B. challenging yourself to learn new ideas through the texts we read; and C. relating what you have learned to your own life, culture/community/society, and/or other texts you have read. At the end of each activity, please include any questions you have about the texts and a works cited list of the texts you referenced in your assignment. If you did not reference any texts, your assignment does not pass. I have created a variety of learning activities from which you may choose, to fulfill this requirement. Each student must complete six learning activities during the semester; no two learning activities may be based on the same reading assignment (broadly defined). A full explanation of the learning activities and their learning goals will be provided in during the first week of class and posted on D2L.

FINAL RESEARCH PROJECT

For your final research project, you will choose one required text from class or one health-related topic that we covered in class (only 1—your choice). You will research background information, connections, etc. related to the topic or text you chose. You will propose, research, draft, and revise a final research project. Basically, you will write a formal research paper in which you share what you have learned doing your research. This assignment has four parts, all of which must be completed:

1. the proposal (15 points; due 11/3/21) will give me: a tentative title; a short (300 words or less) description of your project; and bibliographic record and short description of at least two sources that tells why you might use each one for this project;
2. the first graded draft (15 points; due 11/29/21) is neither a rough draft nor an incomplete one. Your paper should be as finished as possible at this point, including full and correct citation of all sources, correct standard American grammar and writing conventions, and arguable thesis that is argued throughout the paper (if you need help with any of this, go to the Writing Center

- or meet with me early in the writing process)—I will mark this draft and conference with you about it in order to give you plenty of time for full revisions;
3. an informal presentation (10 points; due 12/6/21) in which you share your research topic and what you learned with the rest of the class;
 4. the revised draft (40 points; due 12/15/21) will reflect your full attention to my feedback to your first draft.

Students in this course are strongly encouraged to submit their research papers for inclusion in the English Department’s spring student research conference and/or in essay contests. More information about these opportunities will be forthcoming.

Brief Course Outline

full schedule will be published separately on D2L

Weeks 1-3 Unit 1 Introduction to the course topics and themes

Readings: poetry, short fiction (all on D2L)

Learning Activity 1 due 9/10/21

Weeks 4-5 Unit 2 The Body Matters

Reading: Kafka’s “The Metamorphosis”

Learning Activity 2 due 9/20/21

Weeks 6-8 Unit 3 The Power of Storytelling

Reading: Ozeki’s *My Year of Meats*

Learning Activity 3 due 10/7/21

Midterm exam due 10/14/21

Weeks 9-10 Unit 4 Seeing is Reading

Reading: Powell’s *Swallow Me Whole*

Learning Activity 4 due 10/25/21

Research project proposal due 11/3/21

Weeks 11-13 Unit 5 True Stories

Reading: Petersen, *On Edge*

Learning Activity 5 due 11/15/21

Week 14 November Holiday Break

Weeks 15-16 Unit 6 Medical Humanities Bridging the Gap

Reading: Dunlap-Shohl’s *My Degeneration*

Research project draft #1 due 11/29/21

Learning Activity 6 due 12/3/21

Research project presentation due 12/6/21

Week 17 Final exam period is W, 12/15/21, 10:15 am-12:15 pm **attendance required**

Final revised draft of research project due 12/15/21, 10:00 am