



ENC 2305: Medical Narratives  
Analytical Writing and Thinking

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Instructor: Dr. Jessica-Jean Stonecipher

Class: TBD

Office: Turlington 2215K

Office Hours: W 1-2:30

E-mail: [stonecipher@ufl.edu](mailto:stonecipher@ufl.edu)



"Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanize. Stories can break the dignity of a people. But stories can also repair that broken dignity."

- Chimamanda Adichie

**Course Description**

The Analytical Writing and Thinking Seminar is designed to advance students' critical thinking and writing skills beyond first-year composition. To achieve those goals, students will learn advanced analytical techniques and communication strategies that professors in all disciplines expect them to know. The texts and assignments in the course will expose students to challenging ideas.

By examining humanistic or scientific theories or principles, students will learn how to read deeply and think critically. As such, the students will be introduced to seminal ideas in specific disciplines and will be asked to engage in debates important to our time and our culture. In this course, students will hone their reasoning skills through engagement with a specific topic and sharpen their writing skills through multiple drafts of papers with substantial feedback from their peers and their instructor.

### Theme

The subject matter of the course will focus on Global Medical Narratives. Together we will examine the stories of illness and disease written by physicians, patients, and the public. We will explore the process of writing through the lens of healers, patients and laymen and examine the intersections of stories and science, fiction and fact, and disease and health. What are doctor's stories? What are patient stories? Why are they important to understanding health and how disease is written about? We will examine the place of narratives and how they are constructed.

### Outcomes

By the end of ENC 2305, students will be able to

- Analyze specific influential research, theories, or philosophies
- Recognize writing as an open process that permits writers to use reinvention and rethinking to revise their work
- Understand the collaborative nature of writing processes by critiquing their own and others' work
- Demonstrate critical thinking skills
- Incorporate the ideas of published scholars in their own work
- Produce a scholarly writing style, including clear, coherent, efficient, and well-organized prose as well as logical argumentation

**International Scholars Program:** This course fulfills one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a graduation medallion and digital badge with this distinction at the [International Scholars Program website](#).

### Required Texts

**All other texts will be scanned and available on Canvas.**

## Assignments and Grading

Students will write and revise several short essays, participate in numerous group-writing exercises, produce a researched application of a theory paper, and prepare final portfolio of their work.

Classwork/Homework: Reading Quizzes & In-class Work			100
In-Class	Weekly Reading Journal		100
In-Class	Presentation		100
Paper 1:	Critical Definition of Theory or Concept	(1500 words)	100
Paper 2:	Critical Analysis of Representative Text	(1500 words)	100
In-Class	Interview & Presentation	(1000 words)	100
Paper 3:	Application of Theory or Concept to Current Topic	(2000 words)	200
<b>Total Points</b>			<b>800</b>

Grading for this course will be rigorous. Successful assignments will illustrate a careful regard for spelling, grammar, and citation guidelines. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit.**

## Assignment Descriptions

More detailed descriptions of all assignments can be found on Canvas throughout the semester.

### In-Class Work and Homework (100 total points)

Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. These activities include quizzes, grammar/style activities, fieldwork challenges, and reading prep and response.

### Weekly Reading Journal (100 points)

Throughout the semester, students will keep a journal where they write responses to each reading. Each entry must be completed before the discussion of the reading and should be kept in a googledoc they share with the professor. Journal grades will be based more on quality of the analytical and reflective content rather than the mechanics of the writing. If you need a starting place for your journal entries, try to examine the following three ideas: 1) What were the main ideas shared, 2) What do they mean to you (as either a patient or future provider), and 3) What do these ideas mean for others or our healthcare system as a whole? (i.e. how can these ideas be applied). You are welcome to include other

responses as well, such as what other questions did this reading raise, what did it remind you of from your own experience or another class, etc.

### **In-Class Presentation (100 points)**

Students will choose an issue related to global health to share with the class. They will be in charge of a mini-lesson where they share a source and explain what they learned from it (or what they hope their classmates can learn) for 5-10 minutes. Students will present only once per semester but will be graded on their ability to choose an appropriate issue, communicate ideas, and teach the class something new. Each presentation should include the following: 1) A global connection, 2) at least one authoritative source, and 3) one discussion question for the class.

### **Class Papers**

#### **Critical Definition of a Theory or Concept (1500 words; 100 total points)**

As we will discuss in class, defining or explaining a concept or theory with social significance is no simple task. In this assignment, students will develop a carefully crafted definition of a concept related to the course theme drawing on how the concept has been used and defined (or misused and mis-defined) in existing literature, an analysis of its use, and the student's own cultural analysis and critique.

For example, a student might write a critical definition about the social or cultural costs/experience/ideas related to a well-known medical diagnosis. Helping us understand a diagnosis or illness in a new, deeper, more complex way.

#### **Critical Analysis of a Representative Text (1500 words; 100 total points)**

In this assignment, students will analyze particular written, audio, or video texts of their choosing. Students will focus on **how** the message is shared in this assignment and choose one or two sources (as long as they both speak to the same health-related issue) and identify the argument, explicit or implicit, that the author of the text makes and provide their own argument about that text.

For example, a student might compare how public messaging about breastfeeding in Nicaragua vs. the U.S. is crafted and delivered using two different public health pamphlets. Or they could analyze just one pamphlet and analyze how that message was crafted and delivered.

#### **Application of Theory or Concept to Current Topic (2000 words; 200 points total)**

As the culmination of the course, you will incorporate your skills of critical thinking and analysis to examine how a current medical, legal, cultural, economic, and/or political phenomenon related to health/illness is being studied/implemented/treated/marketed in two different countries. This is a comparative research paper so you will need to find authoritative sources relating to two different areas and report on what you find. You will also need to provide a final analysis of that information. Students will work closely with the instructor to develop their topics over the course of the semester.

### Interview (1000 words; 100 total points)

Students will find someone to interview about a topic related to a global health issue. They will complete the interview, take notes, write up their findings, and share what they learned with the class.

### Grading Scale

A	4.0	93-100	C	2.0	73-76
A-	3.67	90-92	C-	1.67	70-72
B+	3.33	87-89	D+	1.33	67-69
B	3.0	83-86	D	1.0	63-66
B-	2.67	80-82	D-	0.67	60-62
C+	2.33	77-79	E	0.00	0-59

### Course Credit Policies

#### General Education Learning Outcomes

Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

#### General Education Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas.

	discussion with basic understanding of sources.	Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

## Course Schedule

The professor reserves the right to change or modify the readings and exercises as needed, however the assignments will not change.

### Unit 1: Defining a Theory or Concept

#### Week 1

T 1/12 Introduction to Class. What is a Medical Narrative? Free writing.

Th 1/14 Pair and Share Medical Narratives. Overview of Syllabus & Major Assignments.

#### **HW: Read & Annotate for Tuesday**

Fadiman, Anne. Chapters 1-3 (2-31), *The Spirit Catches You and You Fall Down*.

#### Week 2

T 1/19 Bring annotated document (Fadiman) to class and share reading techniques.  
Discuss Fadiman. Cultural Relativism.  
Definition Paper - What is a Definition? Class activity.

Th 1/21 Carly Vogelsang visits to discuss ISP. Sample Class Presentation.  
Free write in class definition paper ideas.

#### **HW: Read & Annotate for Tuesday**

"A Salvage Ethnography of the Guinea Worm: Witchcraft, Oracles, and Magic in a Disease Eradication Program" by Amy Moran-Thomas

#### Week 3

T 1/26 Discussion—What is an argument? Implicit v. explicit. Ideologies in Health & Argument Exercise in class. Peer Edit Topic Ideas and draft outline. How to write a thesis. Discuss Reading.

Th 1/28 Bring outline and first paragraph of Paper One to class.  
Writing Workshop.

#### **HW: Finish Draft for in-class peer review.**

#### **Read & Annotate for class Tuesday:**

*The Danger of Stories in Global Health* by Sophie Harmon

[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)30427-X/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)30427-X/fulltext)

#### Week 4

T 2/2 Discussion: How authors use evidence? Class Activity.

Peer Review Introductions.

Th 2/4 Thesis Sentences. Evidence Discussion. Write memo for Paper One.

**HW: Conduct Peer Review.**  
**Finish Paper One due Monday at midnight.**  
**Read & Annotate for Tuesday:**  
**TBD**

### Unit 2: Critical Analysis

#### Week 5

T 2/9 What is critical analysis? Music video exercise in class.

Th 2/11 Discussion & Class Activity – Brainstorm for Paper Two.

**HW: Read & Annotate for Tuesday**  
**TBD**

#### Week 6

T 2/16 Discuss . Summarizing, Paraphrasing, & Topic Sentences. Writing Workshop in class. Draft Outline and write thesis sentences.

Th 2/18 Common Writing Concerns & In-class workshopping of Paper Two ideas. Passive voice.

**HW: Read & Annotate for Tuesday**

**HW: Finish Draft of Paper Two for Class bring two printed copies to class.**

#### Week 7

T 2/23 Peer Review Paper Two and in-class writing workshop. APA Citations.

Th 2/25 Out of Class Writing Day.

**HW: Paper Two due at midnight on Monday.**  
**Read & Annotate for Tuesday**

Holmes, Seth. "Chapter Four" in *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*.

### Unit 3: Application to Current Topics

#### Week 8

T 3/2 Introduction to Paper Three. Discuss Holmes.

Th 3/4 Social theories lectures. Discuss Structural Violence & Embodiment.

**HW: Read & Annotate for Tuesday**

TBD

#### Week 9

T 3/9 Incorporating Academic Sources. In-Class Activity. Brainstorming

**HW: Bring 3 potential paper ideas to class on Thursday.**

Th 3/11 Peer share paper ideas. Planning a researched paper. How to write an introduction.

**HW: Read & Annotate for Tuesday**

TBD

**HW: Bring two printed copies of your introduction of Paper Three to class.**

#### Week 10

T 3/16 Discuss reading. Peer-review introductions. Planning. Researched paper. How to write a conclusion.

**HW: Bring section one of Paper Three to class on Thursday.**

Th 3/18 In-class review section one of your paper. Writing Workshop.

**HW: Read & Annotate for Tuesday.**

TBD

#### Week 11

T 3/23 Discuss Reading. How to use ethos, pathos, logos in writing. In-class writing workshop.

Th 3/25 **No class.** Outside Conferences—Bring full draft of paper and questions to meeting.) We will set these meetings sometime during week 10.

**Week 12**

T 3/30 **No class.** Outside Conferences.

**HW: Read & Annotate for Thursday**

TBD

Th 4/1 Discuss Reading. In-class writing workshop.

**HW: Complete Peer Reviews outside of class.**

**Week 13**

T 4/6 Interview Assignment Introduction. How to craft an Interview.

**Paper 3 due at midnight.**

**HW: Bring three ideas for your interview to class.**

Th 4/8 What stories do we want to know? Share ideas with peers and brainstorm. Interview Exercise.

**HW: Read & Annotate for Tuesday**

TBD

**Week 14**

T 4/13 Discuss Reading. Conduct Interviews/Writing up Interview Reflections  
In-Class Activities and Writing Workshop – bring laptop to class.

T 4/15 Share interview reflections -roundtable.

**Week 15**

T 4/20 Share interview reflections -roundtable.

**Submit Interview Reflection on 4/21/21 by midnight EST to Canvas.**

## Course Policies

### Attendance

Attendance is required. The policy of the University Writing Program is that if a student misses more than **six** periods during a semester, he or she will fail the entire course. Missing class on a double period counts as **two** absences. Work in class cannot be made up unless the student has an excused absence. The UWP exempts from this policy **only** those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. If students miss three or more classes they will receive a deduction of ½ a letter grade (50 points) from their final grade.

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates and material covered in class. This is a great time to ask one of your many friends from class to take notes for you. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

### Make-Up Work

Students with a valid and unplanned excused absence (such as an illness) can turn in homework and assignments the following period in class with a doctor's note. There will be no make-up work or late turn in opportunities for students without an excused and unplanned absence.

### Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

See the entire code here: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#). If students are found plagiarizing they will receive a zero for the assignment and be reported to the Dean of Students.

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

### **Classroom Behavior**

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

### **In-Class Work**

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Papers and drafts will be due before the next class period for students with a valid excused absence.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session.

### **Paper Maintenance Responsibilities**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

### **Mode of Submission**

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Canvas and as hard copies. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies.

### Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at <http://www.dso.ufl.edu/drc/>. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

**Please let me know as soon as possible what I can do to accommodate your learning!**