

English 4399: Graphic Medicine

Spring 2023, Section 1. CRN 21208.
Evans Complex 260. Tues/Thurs 12:30-1:45



Image description: A headshot of the professor—a white woman with curly dark brown hair sitting in an office and smiling at the camera.

Dr. Leslie Anglesey (she/her)
(pronounced angle-see)

Email: anglesey@shsu.edu

This is the best way to get a hold of me. I typically respond within 24 hours Monday through Friday.

Office: Evans Complex 416

Student Support Hours:

T/Th 3:30-5 pm

I am also available by **appointment in my office or via Zoom**. Please email me several days and times that would work best for you and I will do my best to accommodate your request.

Phone: (936) 294-3156

I answer my office phone during office hours. The best way to contact me is via email.

Course Description:

In English 4399, students develop rhetorical knowledge, including negotiating purpose, audience, context, and conventions. Students practice their writing processes including drafting and revising for a variety of purposes.

Course Objectives

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
2. Learning to analyze and critically evaluate ideas, arguments, and points of view.
3. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).

Required Textbooks

- Czerwiec, MK et al. *Graphic Medicine Manifesto*. ISBN: 9780271066493.
- Farmer, Joyce. *Special Exits*. ISBN: 9781606997604.
- Hamdy, Nye & Bao. *Lissa: A Story about Medical Promise, Friendship, and Revolution*. ISBN: 9781487593476.
- Jamieson & Mohamed. *When Stars are Scattered*. ISBN: 9780525553908.
- Li-Vollmer, Meredith. *Graphic Public Health*. ISBN: 978-0-271-09325-3.
- Slattery, Zara. *Coma*. ISBN: 9781912408665.

Required Technology

1. Internet service and access to Blackboard. Blackboard works best through the Firefox browser. You will access course materials and post assignments through Blackboard, so you will need readily available internet access, preferably high-speed access.
2. Your computer needs to have video and audio recording capabilities.
3. Access to Microsoft Word. SHSU provides you with free access to Microsoft Office 360 as long as you are part of the university. See the details at: <https://www.shsu.edu/dept/it@sam/newsletter/jan-2017/microsoft-home-use-program.html>
4. Save all assignments to your device, a flash drive, and/or a cloud drive as a backup (I like Google Drive, but through your SHSU email account, you can access [Microsoft OneDrive](#) for free).

Inclusion and Access Statement

All of us learn differently. I strive to make classrooms that are inclusive for all learners and students, and I strive to maximize access. If there is anything about this course (the course, format, materials, communication, etc.) that creates barriers to your learning, please let me know as soon as possible. You do not need to have documentation from the [Office of Services for Students with Disabilities](#) to communicate about your access needs. Students are encouraged to approach the instructor with any other life circumstances that may affect students' participation in the course. These may be personal, health-related, family-related issues, or other concerns. The sooner your instructor knows about these, the earlier we can discuss possible adjustments or alternative arrangements as needed for homework, exams, or class.

Land Acknowledgment Statement

Sam Houston State University was established on the traditional and ancestral homeland of the Bidais and Tonkawa Tribes. In this class, we recognize and respect the enduring relationship that exists between many Indigenous peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal governments.

Course Delivery

This course meets on campus and is delivered in a face-to-face modality. You are expected to regularly attend class in person. Failure to attend class regularly (missing class or regularly coming to class late or leaving early) can impact your grade.

Attendance

Attendance is particularly important in writing courses because so much of the learning in these courses happens during in-class writing exercises, peer review, and discussion. Having said that, life happens. We get sick, our cars get flat tires, and sometimes we need to focus on other life needs. That's okay. Please be aware that attendance is taken every class. **If you miss more than two weeks' worth of classes, your course grade will be reduced by 50 points (this does not include absences resulting from official SHSU responsibilities, such as athletics, clubs, etc.).** If you need to miss more than a few days of class, please, please, **PLEASE** reach out sooner rather than later to discuss your attendance or absences so we can discuss your needs and your course progress.

Should an emergency arise (such as a serious illness or death in the family) please report your absences through the [Dean of Students](#). Their office will assist you in gathering the required documentation and make sure that all your professors are made aware of the circumstances. The instructor will decide whether the documented circumstances qualify as an emergency or not.

Late Work Policy

All required work must be submitted by the start of class on the day it is due through Blackboard. Homework assignments cannot be turned in late. The only exceptions to this rule are **Flex Days**. Each student has two (2) flex days in which they can submit homework assignments late. To use flex days, please email me with what assignment you would like to apply a Flex Day to. We will then create a new due date based on your needs and circumstances.

Formal writing assignments can be turned in late, **except for the final project**. If you turn in your assignment within three (3) days of the original due date, no late penalties will be applied. If you submit a project later than that, a 10% point deduction will be applied for each class period it is late. **Please note that, if you turn in a paper after the deadline, you may receive minimal to no feedback from me.**

Grading Plan

This is a "W" course, which means that at least fifty percent (50%) of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or

without instructor feedback. Others may not receive a grade but are designed to assist you in critical reflection of the course material or to prepare you to write your major writing assignments. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning.

<u>Assignment</u>	<u>% of Total Course Grade</u>
- Contributions to collaborative note taking - class project - Reading journal - Discussion leader - Workshops - Project #1 (Book Review) - Project #2 (Life Writing Graphic Memoir) - Project #3 (Life Writing Presentation) - Project #4 (Term Project)	6% 20% 10% 16% 12% 12% 12% 12%
Total	100%

For final grades, SHSU uses the following grading scale:

A: 90.0-100%; B: 80.0-89.9%; C: 70.0-79.9%; D: 60.0-69.9%; F: 0.0-59.9%

Note: SHSU does not record pluses and minuses in grades. For example, at the end of the course, an 81% and an 88% are both recorded as a B, rather than a B- or B+.

Assignments Descriptions

Formal Essay Assignments

These four (4) essays should demonstrate refined, polished writing that has undergone substantial drafting and revision based on feedback from your peers and from me. I will be looking for clear evidence that you have revised the assignment and not just corrected grammar and other conventional errors.

Book Review	Students will write a review of an assigned work of graphic medicine in terms of the given class topic for a popular readership not necessarily immersed in healthcare or rhetoric or an academic publication that may or may not be immersed in healthcare and/or rhetoric. Students will specify their planned publication space (e.g. <i>Time</i> magazine, <i>medium.com</i> , <i>Queen City Writers</i> (undergraduate research journal), etc.
Life Writing Graphic Memoir	It is not enough to study graphic medicine--we need to experience crafting life writing and graphic medicine. Our midterm project will be creating our own graphic medicine and/or life writing graphic work.

Term Paper	Students will compose a 10-12 page academic research article that explores either one of the graphic medicine works we've studied or one of the concepts related to graphic medicine.
Term Paper Remix	The final project will be a remix of students' term paper. The goal is to reimagine your findings for a different audience and/or context. Examples include: recording a research presentation for an academic conference, creating a unit lesson plan on one of the graphic medicine works, creating a poster presentation for the URS, creating an essay that could be submitted to a magazine or online publication, and more.

If you are not satisfied with your grades on any major project (with the exception of the final project), you can continue to revise the essay for a higher grade. If you wish to continue revising, you need to visit with me during office hours so we can discuss your revision plan.

Collaborative Class Note Taking Project

One crucial skill that students can begin to refine in ENGL 4399 is in synthesizing information. Wherever you go from this class, you will need to be able to take in information, sift through it to determine what is important and what is not, and keep track of that information. One way to practice this skill is by taking notes during class. This assignment has the added benefit of not only helping you develop crucial skills, but in building a collaborative classroom community. **You will be required to sign up to be a note taker for two (2) class periods over the course of the semester.** You can keep these notes however you choose (pencil and paper, notes on a Word document, etc.), however, you will be required to share those notes to a class Google Doc where notes from all class sessions will live. Students are encouraged to check this resource for the days they miss, pose thoughtful questions to others' notes, and add to the notes on more days than they've signed up for.

Peer Review Workshops

There are multiple class meetings this semester set aside for writing workshops. On workshop days you will bring one draft of whichever essay you are currently writing, and you will engage in peer review sessions or presentations of your work as specified. You will receive the full points for these sessions if you bring a complete draft of your work and participate fully. Some workshops may also be facilitated through Blackboard. You will receive zero points if you come unprepared, you do not have a completed draft, do not participate fully, or are absent.

Reading Responses

Each week, students will be given a brief reading quiz based on the readings that are due in class. These quizzes are focused on reading comprehension and cannot be made-up. Students' performance on quizzes will be averaged and that grade will be included in students' homework grade.

Homework Assignments

You will be asked to complete homework on a weekly basis. Students' performance on homework will be averaged and that grade will represent **10% of students' overall course grade**. Homework includes weekly summaries, responses to assigned readings, annotating texts, and other activities. Homework will be listed on the Course Calendar but is subject to change.

Discussion Leader Assignment

This class has no lectures, though there may be moments during which I provide some necessary background on the readings. Each week we will have two, seventy-five minute seminars. I will lead the first seminar, which will focus on course concepts and the primary texts (graphic novels and memoirs). The second seminar of the week will run a bit differently. During the first half hour of the second seminar, you will not hear me speak. Instead, student seminar leaders will choose to run the class in whatever way they wish—unconventional seminar formats are encouraged!

University Resources

Professor Anglesey's Office

My goal is to make my office a place that students can come to get support in a variety of ways or to simply take a breath or enjoy some A/C between classes. Please consider my office a resource to you. As a first-generation college student, I know that there are many complexities of being a student that it would be nice to chat about without fear of retaliation or shame. If you have a question about any aspect of university life, please come by. If I don't know the answer, I'll do my best to point you to the person or office best suited to help you. I also keep a variety of **personal hygiene items** (toothpaste, deodorant, shampoo, etc.), **school supplies** (notebooks, pens, highlighters, etc.) and **snacks** (water bottles, trail mix, candy, etc.). **These are here for you, and you don't have to offer an explanation for why you'd like any of these resources.**

University Writing Center

I encourage you to take advantage of the Academic Success Center's [Writing Center](#), which offers online tutoring.

Student Advising and Mentoring Center

The [SAM Center](#) provides mentoring and study skills help for online students.

Student Money Management Office

The [Student Money Management Center \(SMMC\)](#) is a financial outreach and educational program that is administered by the Division of Enrollment Success. The SMMC offers personal, one-on-one coaching sessions about your personal finances in order for you to be a successful Bearkat! The SMMC is known for giving out scholarships and food at our workshops.

Student Legal Services

Just a reminder that SHSU offers [legal and mediation services](#), including an attorney on staff to help you with your legal rights and responsibilities.

Food Pantry

Just a reminder that SHSU provides a [food pantry](#) to help students who struggle with food insecurity.

University Policies

Academic Dishonesty

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Please be aware that plagiarized work and any form of academic dishonesty will result in an “F” on the assignment. SHSU [Academic Policy Statement 810213](#) outlines the definition of academic honesty and the related disciplinary procedures.

You should also familiarize yourself with [Academic Policy Statement 900823](#), which outlines the procedures for students to file an academic grievance should you wish to appeal your grade for reasons other than academic dishonesty. Please read over these policies.

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, United States Tax Code.

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time. For more information please review the University [Policy 861001 Statement](#).

Students with Disabilities

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in class, register with SHSU Services for Students with Disabilities and schedule a time to talk with a counselor. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: [Students with Disabilities Policy](#).

Visitors in the Classroom

In the event an unannounced visitor attends a class, the instructor should request identification in the form of a current and official Sam Houston State University Bearkat OneCard identification card. If the visitor is not a registered Sam Houston State University student, the faculty member should act at their own discretion or refer the visitor to the department chair.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the instruction thereof.

Classroom Conduct

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. We will collectively develop a more specific set of guidelines that all students, instructor, and visitors will be expected to adhere to. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Instructor Evaluations

Toward the end of the semester, all students will have the opportunity to evaluate this course and its instructor. These evaluations allow students to rate the efficacy of the instructional methods as well as their perceptions of the course in general. Any information provided by students is anonymous, and instructors do not receive students' evaluations until the following semester.

Professor's Proviso

Sometimes events occur within the course of the semester that result in changes to our syllabus. While I will try to keep changes to a minimum, please be flexible. I will announce any such changes in class. You will be responsible to stay informed about any changes made during class even when you are absent. I recommend exchanging emails with a friendly neighbor in class or some other contact information that you feel comfortable sharing. I know that GroupMe's exist for many classes here at SHSU. While these can be great spaces for sharing information, I ask that you consider how you and

your peers use such platforms. Please note that incorrect information is often disseminated in these spaces. Please refrain from using these spaces to belittle or bully any person in this class, and use caution when taking advice from people. As always, consider the source of anything shared in GroupMe's. You can always direct your questions directly to me via email or in my office.

Course Calendar

Week One (week of Jan. 16)

Focus Course Introduction	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Jan. 17		
Thurs, Jan. 18		

Week Two (Week of Jan. 23)

Focus Introduction to Graphic Medicine Jan. 26: Last day to Add or Process Schedule Changes Online	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Jan. 24	→Graphic Medicine Manifesto - Pt 1 (through Chapter 3)	→Sign up for collaborative class notes
Thurs, Jan. 26	→Charon →Anglesey	→Submit book review sign up in Blackboard →Reading Response

Week Three (Week of Jan. 30)

Focus	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Writing Reviews Feb. 1st: <u>Last day to drop without a Q</u>		
Tues, Jan. 31	→Graphic Medicine Manifesto - Pt 2	
Thurs, Feb. 2	→Zuger →Venkatesan	→Reading Response

Week Four (Week of Feb. 6)

Focus	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Graphic narratives		
Tues, Feb. 7	→Special Exits - Pt. 1	
Thurs, Feb. 9	→Kovan & Saled	→Reading Response

Week Five (Week of Feb. 13)

Focus	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Graphics & health		
Tues, Feb. 14	→Special Exits - Pt. 2	
Thurs, Feb. 16	→Czerwiec & Huang	→Reading Response
Online Class Today		

Week Six (Week of Feb. 20)

Focus Composing texts	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Feb. 21 Online Class Today	→Coma - Pt. 1	
Thurs, Feb. 23	→Fisher	→Reading Response

Week Seven (Week of Feb. 27)

Focus Drafting graphic texts	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Feb. 28	→Coma - Pt. 2	→ <i>Special Exits</i> peer review
Thurs, Mar. 2	→Chidgey	→Reading Response → <i>Special Exits</i> book reviews due Sunday Mar. 5th

Week Eight (Week of Mar. 6)

Focus Revision	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Mar. 7	→When Stars - Pt. 1	
Thurs, Mar. 9	→Pantaleo	→Reading Response →Extra credit: email by Sunday 12th →Project #2 peer review

--	--	--

(Week of Mar. 13): Spring Break

Week Nine (Week of Mar. 20)

Focus Research proposals	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Mar. 21	→When Stars - Pt. 2 →Be prepared to discuss Pantaleo (review reading journal and the article *or* read for the first time 😊)	→Coma Book Review peer review → Project #2
Thurs, Mar. 23	→Nayar	→Reading Response →Coma book review due Sun. 26th

Week Ten (Week of Mar. 27)

Focus Public Health <u>Mar. 29: Last Day to Drop with a Q by 4:00 PM</u>	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Mar. 28	→Graphic Public Health - Pt. 1	→Project #2 due
Thurs, Mar. 30		→Reading Response →Proposal for project #3 due

Week Eleven (Week of Apr. 3)

Focus Research Note: SHSU is closed Apr. 7th	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Apr. 4	→Graphic Public Health - Pt. 2	→When Stars book review peer review due
Thurs, Apr. 6	→Greenblatt	→Reading Response →When Stars book review peer review due Sun. 9th

Week Twelve (Week of Apr. 10)

Focus Drafting	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Apr. 11	→Lissa - Pt. 1	
Thurs, Apr. 13	→Hamdy & Nye "Comics & Revolution"	→Reading Response

Week Thirteen (Week of Apr. 17)

Focus Drafting & Revising	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Apr. 18	→Lissa - Pt. 2	
Thurs, Apr. 20	N/A - Screening of "The Making of Lissa" No discussion leader today	→Reading Response →Peer review #3; Complete peer review by Sunday, 4/23

Week Fourteen (Week of Apr. 24)

Focus Remixing Compositions	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, Apr. 25	→Abdelmonem & Galan Julve	
Thurs, Apr. 27	→Irwin et al.	→Reading Response

Week Fifteen (Week of May 1)

Focus Revision May 4: <u>Last day to resign in the Registrar's Office by 4:00 pm.</u> May 5: Reading Day	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Tues, May 2	Individual conferences with Dr. A. via zoom or in office during class time: create a sign up	→Lissa book review peer review due →Project #3 due
Thurs, May 4	Individual conferences with Dr. A. via zoom or in office during class time: create a sign up	→Reading Response →Lissa book review due Sun. 7th

Week Sixteen (Week of May 8): Finals Week

Focus	Readings (read before class on the date assigned)	Assignments (due at the start of class unless otherwise noted in Blackboard)
Final Exam Period: Monday, May 8th 3-5 pm	N/A	→Term paper remix (project #4) due during the final exam period. →Presentation of remixes during final exam period.