

Unit 5 An Ounce of Cure

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Contents

- Students body
- Syllabus---Objectives
- Coursework
- Evaluation
- Assignment
- Testing

- **Students body:**

- 1. 一本院校：保送生+高考生

- Top-down

- 2. 二本院校高考生

- Bottom-up

Objectives (unit 5)

- **Knowledge:**
- To learn some jargons used in medical science and the purpose for the author to use them
- To learn about literary element: Irony
- To learn about the function of italicization
- To learn about social phenomenon reflected in the selected writing
- To explore the relationship between knowledge and ignorance and understand the theme of the story

- **Skills/ability:**

- Be able to recognize the tone and genre of the story
- Be able to know how the author achieves the tone
- Be able to make inferences, to analyze, and to interpret based on the textual details and clues
- Be able to design a questionnaire and write a report on the results of the questionnaire
- Be able to give oral presentation of the report

- **Quality:**

- Learn and cultivate critical thinking
- Foster intellectual curiosity
- Be open-minded and empathetic
- Understand the value of literature and the fundamental relationship between literature and life

Coursework

- Autonomous preview---individual
- Autonomous review---individual
- Group discussion (in class) (Q&A---Guided Qs and Freely-asked Qs)
- Team research (questionnaire) and oral reports (outside class)

Weekly Plan

• Session 1

- Plot
- Setting
- Characters
- Characterization
- Point of view

Session 2

Close reading
Language points

Session 3

Irony
Theme

- **Session 1**

- **Lead-in:** Video clip or pictures or newspaper report about the relationship between doctor and patient, or the doctor's professional ethics, then Sts have a group discussion and give a brief report on it.

Group discussion on the story: (each group choose one of the followings to discuss and then give a report)

- Discuss how the story develops?
- Discuss the **characters** and **their personalities** in the story, and **T should** remind them of their status in the story, and think about the reasons for it.
- Discuss the **setting**---hospital, or to be precise, Clinic, anything special about the setting? (**T can help sts recall what has been learned about setting before**)
- Discuss how the author **characterizes** the characters
- Discuss the point of view used in this short story and further discuss if the story is told from the patient's or one of the doctors' point of view , what will be different?

- **Session 2: Close reading**

- **Language points:**

****italicization** (Ask some sts to read the sentences with the italicized words and ask other sts to tell the differences of their reading; Group discussion about the function of the italicization in the story, and remind Sts of those by different people and in different cases)

Ask sts to find and write down the words used to describe the patient and the doctors, whether verbs, advs. or phrases, and discuss how these words function to **shape the personalities of them. **Discuss whether there are some ways used to shape these characters, who is the protagonist(s)? And why?**

T introduces **Grice's cooperative principle and the purpose to violate the principle, then ask sts to discuss why the doctor cuts Wheatley short by making use of the Grice's theory; and think about how to **manipulate the conversation or dialogue**.

**Make a comparison between the dialogues in “Hills Like White Elephants” and “An Ounce of Cure”, and observe the classroom dialogues between teacher and students, thinking about the possible way(s) to manipulate the conversation or dialogue.

Session 3

Irony

Review the definition of irony.

*Ask sts to recall what has been learned about irony in the previous units.

****Group discussion:**

1. Who or what does the story satirize? (The patient or the doctor(s) or both? Or the phenomenon in the Clinic? And Why?) (group discussion and oral report)

2. How does the author achieve irony in this story? (group discussion and group sharing, T's comments)

Title:

Setting: Hospital or Clinic (extremely familiar and professional place for doctors VS frightening and unpredictable place for patient)

Jargons: (language---so-called knowledgeable and authoritative doctor VS so-called ignorant patient)

(Examine and evaluate the assumptions of the doctors' remarks)

Number: one to 13 (patient-doctors)

Cut sb. short: manipulation

The ending:

- **Theme**
- Group discussion and presentation:
- How to understand “The greatest enemy of **knowledge** is not **ignorance**; it is the **illusion** of knowledge.”
- To what extent, do you agree “Real knowledge is to know the extent of one’s **ignorance**”?

- **Assignment:**

- 1. Look around and find a pair of people who have the similar relationship like doctor and patient in the story, in which one seems to be more knowledgeable and the other seems to be more ignorant, and then interview them and find out their feelings about their situations. Each group writes a report about what is found. (Pay attention to how to design the questions in the interview)
- 2. Read Robert Lynd's "The Pleasure of Ignorance", and make a comparison between the different feelings and responses brought by the ignorance in "An Ounce of Cure" and "The Pleasure of Ignorance" and seek for the reasons for them. Write a 400-word essay on it individually.

Many Thanks!