

Brooklyn College
The City University of New York

English 1012 –
T/TH 9:30-10:45
Instructor: Erica Roe
Erica.Roe@brooklyn.cuny.edu
Office hours: Thursday 10:45-11:45. Boylan 2311

Theme of the class: The Horror!

Overview: While this course focuses on mastering the skills of expository writing: analyzing and evaluating sources, developing theses and arguments, researching topics, using evidence and citation, developing, and navigating bibliographic materials, drafting, and revising, and structuring a paper, it can do more than that. The goal of this class is for you to exit the room asking questions and observing the world in a way you haven't before. What is literature? Why do people write and why do people read? What is its purpose in our society? If you do not see a place for yourself, the reader, in the books you study, then how can you determine why they say what they do and whether it is relevant? The goal of this class is for you to find a place in the world of literature by questioning the message every piece of writing transmits. Writing offers a way to express difficult painful, beautiful ideas in the world. What would you like to say about these messages?

The readings reflect several genres and disciplines, but focus on fiction, short stories, and academic writing. Through in-class discussions, we will draw connections between literature, criticism, philosophy, psychology, and personal understanding of today. These connections will lead us to questions that will drive research based on the themes of the class. From this research, each student will develop a research paper that reflects their unique, brilliant thoughts.

Course Objectives

Students who successfully complete this course will be able to:

- Read and think critically
- Understand how language operates
- Express ideas—both orally and in writing—correctly, cogently, persuasively, and in conformity with the conventions of the discipline
- Conduct research and write a research paper
- Display familiarity with literary works by a variety of authors in a variety of genres.
- Be able to offer an extended discussion in writing of two or more texts and authors in relation to each other.
- Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work.
- Demonstrate an understanding of the role of context in determining meaning.

Course Texts:

Frankenstein; or, the Modern Prometheus by Mary Wollstonecraft Shelly

<https://www.gutenberg.org/files/84/84-h/84-h.htm>

Freud, Sigmund. "The Uncanny." *Imago*, 1919

<https://web.mit.edu/allanmc/www/freud1.pdf>

"Metamorphosis" by Franz Kafka

<https://www.gutenberg.org/files/5200/5200-h/5200-h.htm>

"Axolotl" by Julio Cortazar.

https://www.sas.upenn.edu/~cavitch/pdf-library/Cortazar_Axolotl.pdf

Originally: Cortázar Julio, "Axolotl." *End of the Game: And Other Stories*, Trans. Paul Blackburn. Harper and Row, New York, 1978, pp. 3–9

"The Smallest Woman in the World" by Clarice Lispector

<https://www.tabletmag.com/sections/arts-letters/articles/the-smallest-woman-in-the-world>

Originally: Lispector, Clarice. "The Smallest Woman in the World." In *Family Ties*. Austin: University of Texas Press, 2010.

"The Husband's Stitch" by Carmen Maria Machado

<https://granta.com/the-husband-stitch/>

Originally: Machado, Carmen Maria. "The Husband's Stitch" in *Her Body and Other Parties*. Minneapolis: Graywolf Press, 2017

Emezi, Akwaeke. "Who is Like God." *Granta*. June 13th, 2017. <https://granta.com/who-is-like-god/>

All required readings will be available on the OER and supplemental readings will be distributed in class and available on Blackboard. Students are required to read the required readings before discussing it in class. Supplemental readings will be done in class and in preparation for lessons throughout the semester.

Assignments:

Attendance and Participation: If you're feeling sick, please don't come to class. Read up on Brooklyn College's COVID-19 policy here:

<http://www.brooklyn.cuny.edu/web/about/initiatives/initiatives/return.php> Please be in contact with me and your peer group when you are unable to make it to class.

Participation is determined by: Your respectful, on-time presence in class. Your willingness to discuss, comment and ask questions. Your preparation for class (i.e. bringing the required materials and doing the assigned readings). I recommend bringing a computer or smart device to class to participate in free-writes. This class works with student participation so please contribute to the discussion in any and all ways you can. Introductory Writing: Grading Autobiography: this first assignment will help you practice writing skills before we begin analyzing literature. This short essay (300-600 words) reflects on your experiences with being graded and how grades have shaped your understanding of education and your identity as a student/person.

Response Paper: Students will write one brief response (300-600 words) on a literary text from class. The response paper will practice integrating quotes and analysis of a text.

This short response papers will explore different questions in developing a topic for your research project.

In-Class writing: Throughout the semester there will be in-class writing that will demonstrate your comprehension of the readings and course themes.

Research Project: A literary review of one of the authors, texts or themes from the class. This research paper will have a minimum of five secondary sources and will be 6-8 pages as a final draft. The stages working towards this final draft include topic proposal, annotated bibliography, presentation, outline, first draft, and final draft. This material must be follow MLA guidelines.

Portfolio: At the end of the semester you will submit a portfolio of all of your writing with reflection on the process.

Library Visit: Students will have access to a library workshop during their class time once during the semester in addition to other videos and resources to help students use the library for their research project.

Peer Group: at the start of the semester all students will be assigned a group to check in with throughout the semester. Groups will check in weekly for low stakes accountability.

Assessments: All assignments must be submitted to Blackboard to be read. Assignments will be read and returned with feedback within a week. This course will focus on qualitative not quantitative assessment, something we'll discuss during the class, both with reference to your own work and the works we're studying. While you will get a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and complete the assignments. You should consider this course "busywork-free zone." If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.

Plagiarism: Brooklyn College's statement on plagiarism is as follows:

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>. You will be required to take a test and pass on plagiarism in order to hand in any assignments.

We care about you. We also know that you have a life outside of school, that everyone learns differently, and that you came to college to succeed. For all of these reasons and more, it is important for you to have ready access to the resources and services that are free and available to you as a student at Brooklyn College. The college's Student Services includes counseling services, services for veterans and for families, services for people with disabilities, and services for financial and housing emergencies. The college also offers free COVID testing.

As a Brooklyn College student, you also have free access to Magner Career Center. The Learning Center offers one-on-one help with your writing. The Brooklyn College Library provides consultations on your research projects and online tutorials, as well as short term use of

computers and other technology. You also have free access to study spaces and places to take your online classes.

Non-attendance Because of Religious Beliefs: Brooklyn College's statement on non-attendance because of religious belief is located on page 66 of the Brooklyn College Undergraduate Bulletin: http://www.brooklyn.cuny.edu/web/off_registrar/2017-2018_Undergraduate_Bulletin.pdf

Student Bereavement Policy: Brooklyn College's statement on non-attendance because of religious belief is located here:
<http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php>

Students who do not pass English 1012 must repeat it the following semester. The course may not be taken more than two times; students who receive three grades of F, NC and/or WU may be dismissed from the college.

NOTE: English 1012 is an Academic Foundations course. Brooklyn College's policy on withdrawing from English 1012 is as follows:

Students are not permitted at any time to delete, drop, or withdraw from an assigned Academic Foundations course without obtaining permission of the academic department involved and consulting the Center for Academic Advisement and Student Success.

The full academic calendar, including many other important dates, and the undergraduate final exam "grid" are available on the [Office of the Registrar's](#) website.

Tech Support: Brooklyn College's Information Technology Service (ITS) can help with any tech or Blackboard related questions. Please email helpdesk@brooklyn.cuny.edu or call 718.951.4357 Monday–Thursday, 8 a.m.–8 p.m.; Friday 9 a.m.–5 p.m.

We will be using a variety of online platforms with instructions for all. If you have questions about how to use a piece of tech, you must ask before the due date or class time.

Tentative Course Schedule

Thursday January 26th: Introduction and syllabus.

Tuesday January 31st: What is the horror?

Thursday February 2nd: *Frankenstein* by Mary Wollstonecraft Shelly (letters 1-4)

Tuesday February 7th: *Frankenstein* by Mary Wollstonecraft Shelly (Chapters 1- 8)

Thursday February 9th: *Frankenstein* by Mary Wollstonecraft Shelly (Chapters 1- 8)

First assignment due Friday 2/10

Tuesday February 14th: *Frankenstein* by Mary Wollstonecraft Shelly (Chapters 9 – 17)

Thursday February 16th: *Frankenstein* by Mary Wollstonecraft Shelly (Chapters 9 – 17)

First Assessment due Friday 2/17

Tuesday February 21st: No Class

Thursday February 23rd: *Frankenstein* by Mary Wollstonecraft Shelly (Chapters 18 – to end)

Tuesday February 28th: “The Uncanny” by Sigmund Freud

Thursday March 2nd: “The Uncanny” by Sigmund Freud

Tuesday March 7th: “Metamorphosis” by Franz Kafka

Thursday March 9th: “Metamorphosis” by Franz Kafka

Response paper due Friday 3/10

Tuesday March 14th: “Axolotl” by Julio Cortazar.

Thursday March 16th: “Axolotl” by Julio Cortazar.

Second Assessment Due Friday 3/17

Tuesday March 21st: “The Smallest Woman in the World” by Clarice Lispector

Thursday March 23rd: “The Smallest Woman in the World” by Clarice Lispector

Topic Proposal Due Monday March 27th

Tuesday March 28th: Visit to the Library

Thursday March 30th: “The Husband’s Stitch” by Carmen Maria Machado

Tuesday April 4th: Research Presentations

Thursday April 6th: Spring Break

Tuesday April 11th: Spring Break

Thursday April 13th: Spring Break

Annotated Bibliography due Friday April 14th

Tuesday April 18th: “Who is Like God” by Akwaeke Emezi
Thursday April 20th: “Who is Like God” by Akwaeke Emezi
Outline due Friday April 21st

Tuesday April 25th: Writing Workshop day
Thursday April 27th: poetry – selections will be determined and distributed before class

Monday May 1st First draft due
Tuesday May 2nd:Peer review
Thursday May 4th:Peer review

Tuesday May 9th: *Get Out* by Jordon Peele screening
Thursday May 11th: Discussion of film and wrap up of the semester
Final Assessment part one due Friday May 12th

Tuesday May 16th: Portfolio meetings with students
Final Draft and final assessment part two due May 23rd
Grades are submitted the Registrar’s office May 25th