

BROOKLYN COLLEGE  
ENGLISH 1012 // SPRING 2023

Utkarsh Rajawat  
Tuesday, Thursday 2:15-3:30 — 4219 Boylan Hall  
Office hours: Zoom, Friday, 11am-12pm  
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412-527-1000 (for emergencies)

### COURSE DESCRIPTION

The theme of this course is “Gender and Genre.” Central questions to our discussion will be: what are genre and gender? How does experience in one field impact utilization of the other? How does existing outside conventional Eurocentric binaries of gender shape how creators experiment and push against literary conventions? When are boundaries useful, and what do we accomplish by crossing or setting up existence outside of them? What are the speculative horizons of both genre and gender? What are queer, subaltern, non-traditional art forms and how can we engage with them critically? Can we impose non-culturally dominant readings onto texts produced by those allied with culturally dominant institutions?

We will read novellas, poetry, TTRPG’s, interactive online fiction, and queer theory. We will also watch movies and little internet videos, play a game, possibly engage in creative writing, and learn how to make an argument using the conventions of an academic (7-10pg) literary essay.

### COURSE OBJECTIVES

- Sustain written argument in the form of an academic essay.
- Appreciate genre literature (novels, essays, articles, poetry) that deal with stories of gender and the body
- Learn to develop viable research questions and identify appropriate sources.
- Avoid plagiarism and logical fallacies.
- Express ideas—both orally and in writing—effectively and in conformity with the conventions of the discipline.
- Understand and practice grammar and spelling used by the academy/College
- Learn to use library resources, including collections, databases, and archives.

### POLICIES

**Absences:** Try to be present and on time to every class, if you can. I won’t be penalizing for lateness or absences, but at the end of the semester I will have to determine if you should continue on or repeat the course. Coming to class on time is a great way for us to be on the same page about how you’re doing, and for you to understand the assignments you’ll be graded on.

**Late Work:** I won’t be penalizing for lateness. However, late work will be de-prioritized. This means I won’t necessarily be able to get it back to you on time, and I may not be able to provide thorough commentary. A lot of this class will be about revision and editing, and a lot of the work will be iterative—e.g. if I can’t get your work back to you on time, it’ll make future assignments harder.

**Participation:** Class discussion is a critical element of this course, and participation is essential. All of you are expected to have closely read, and to be ready to discuss, all readings on the day they are assigned. For every reading, you'll submit a **response on Blackboard by 1pm the day of class**. These don't have to be formatted in any specific way, and are meant to be a way for you to express thoughts on pieces that may have struck you strongly, in any way. Try to make an argument, or express a view about the material incorporating evidence/quotes and a specific perspective.

Participation includes completing and commenting on the assigned reading, contributing to class discussion through listening and responding to classmates or the instructor, bringing required materials to class, and engaging in peer review and group activities.

## ASSIGNMENTS

### 1. Reading responses:

- a. You will have a reading response due almost every week, which you will post in our discussion tab on Blackboard. **Responses are due by 1pm the day of class**. Each reading response should have a *claim* and respond to something specific in the reading. You should close read, quote, question and respond to the material. Don't worry about being right, just write about what moves you.
- b. You will also sign up to lead one day's class discussion. You will give us context as to who the author of that day's reading is, select a passage for us to read, and select who will read it out loud. You will then pose 2-3 discussion questions for the class.

To find the Blackboard Forum, click on "Discussion Board", then click on the forum entitled "Reading Responses". Each separate reading has its own thread.

### 2. Research paper (7-10 pages, 5-7 sources, at least 1 should be a text we cover in class)

- a. Due 03/01: Topic proposal – propose one topic you would be interested in reading and writing about for your final literary research project; list the primary text you'd like to look at. (1-2 pages)
- b. Due 03/14 : Annotated bibliography – a list of citations and short descriptions
- c. Due 03/21: Outline + thesis statement – please provide an outline of your research paper, including a clearly defined working thesis. Provide a topic sentence/bulletpoint list of what you will argue in each paragraph (there should be 5-6).
- c. Due 03/30: First draft - you will submit a first draft to a peer and have them review it.
  - i. Due 04/04 (in class): Peer review – You will read a partner's first draft. You will provide comments on the draft according the cover sheet I provide and turn them into me.
- d. Due 04/18: Second draft – Will be peer reviewed on 04/19-04/20. Same rules apply as above.
- c. Due 04/25: Introduction + conclusion
- e. Due 05/16: Final draft – You will submit a 7-10 page research paper with a well-defined, original, and interesting thesis on the basis of textual and contextual evidence. You will correctly cite and meaningfully (i.e. in a way that moves your paper along) discuss your sources in a way that supports your argument.

### 3. Due by 05/09 Research paper presentations (5-7 minutes) – you will present your paper to the class.

- a. Alternative presentation assignment (5-7 minutes) - you can present a creative assignment to the class instead of your paper. This assignment should investigate some aspect of gender exploration, genre expansiveness, or any other theme covered in class. It can be anything you want: a poem, a scene, a video, or a personal narrative. Feel free to explore whatever you like. You will then share your creative writing with the class and talk about your process.

## **GRADING**

Grades for English 1012 are: A+, A, A-, B+, B, B-, C+, C, C-, NC or F. Note that the minimum passing grade is C-. Students who have completed all the course work but are not yet writing at the college level will receive a grade of NC; students who have not completed the course work will receive a grade of F. 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. If you have any questions regarding grammar or punctuation, you should consider signing up for regular meetings in the Learning Center.

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.

### **Grading Breakdown:**

Research Paper: 40%

- Topic Proposal – 10%
- Annotated Bibliography – 10%
- Outline – 10%
- First Draft Part 1 – 10%
- First Draft Part 2 - 10%
- Introduction & Conclusion – 10%
- Final Draft – 40%

Reading Responses: 25%

- These are posts you submit to Blackboard responding to the readings.

Presentations: 25%

- This refers to final presentations on your research papers or a creative substitute.

Participation: 10%

- This refers to participating in class conversations, as well as the day you lead discussion

## **COURSE MATERIALS**

All materials will be available as PDFs on Blackboard. However, if you prefer hard copies, many of the novels are available at the Brooklyn College or CUNY libraries, or for purchase. Articles and essays can be printed at the library. Let me know if you have any difficulties/questions/concerns.

- electricliterature. “Queering Gender, Queering Genre - Electric Literature.” Electric Literature, 11 Aug. 2016, [electricliterature.com/queering-gender-queering-genre](http://electricliterature.com/queering-gender-queering-genre). (((the whole thing)))
- “A Sci-fi Writer Got Meta About Gender. The Internet Responded by Ruining Her Life.” Vox, 21 June 2021, [www.vox.com/the-highlight/22543858/isabel-fall-attack-helicopter](http://www.vox.com/the-highlight/22543858/isabel-fall-attack-helicopter). (((the whole thing)))
- “I Sexually Identify as an Attack Helicopter by Isabel Fall: Clarkesw....” archive.is, 1 Jan. 2020, [archive.is/oXDEt](http://archive.is/oXDEt). (((the whole thing)))
- “LANGUAGE IS FOR FUCKING IDIOTS.” “LANGUAGE IS FOR FUCKING IDIOTS,” effects-journal.com/archive/language-is-for-fucking-idiots. Accessed 8 Feb. 2023. (((the whole thing)))
- Heartscape, Porpentine. Psycho Nymph Exile. 2017, pp. 1–10.
- Anno, Hideaki. “Neon Genesis Evangelion.” Season 1, episode Pilot. (((the whole thing)))
- “Random Acts of Flyness.” Season 1, episode Two Piece and a Biscuit. (((the whole thing)))
- Terrace, Dana. “The Owl House.” Season 1/1, episode A Lying Witch and a Warden. (((the whole thing)))
- Asercion, C. (n.d.).Exquisite Biome [TTRPG]. [itch.io](http://itch.io). (((the whole thing)))
- Internet, C. (n.d.). Cladists Say [TTRPG]. [itch.io](http://itch.io). (((the whole thing)))
- Fausto-Sterling, A. (2018, October 27). Opinion | Why Sex Is Not Binary. The New York Times. <https://www.nytimes.com/2018/10/25/opinion/sex-biology-binary.html> (((the whole thing)))
- Asercion, C. (n.d.). there are names more powerful than our own [TTRPG]. [itch.io](http://itch.io). (((the whole thing)))
- Asercion, C. (n.d.). i’m sorry did you say street magic? [TTRPG]. [itch.io](http://itch.io). (((the whole thing)))
- roughcutpress. (2022, January 5). In Conversation with ALOK. Rough Cut Press. <https://roughcutpress.com/alok/> (((the whole thing)))

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## COURSE SCHEDULE

### Week 1

Thursday 01/26

**Discuss:** Campus resources + student goals; What is a research paper? Course introduction; syllabus; community agreements.  
**Activity:** Check-in, agreements, first-day writing exercise  
**Reading due:** None

### Week 2:

Tuesday 01/31

**Discuss:** Close reading, annotation, integrating quotes + signal phrases  
**Activity:** In-class close reading exercise, discussion signups

**Reading due:**

- Sample Essay, Essay Prompt

Thursday 02/02

**Discuss:** Readings; themes of course

**Activity:** In-class writing response

**Reading due:**

- “Queering Gender, Queering Genre,” Rachel Charlene Lewis

**Assignment due:** Reading response #1

**Week 3**

Tuesday 02/07

**Discuss:** Readings; analysis

**Activity:** In-class response, watch video essay by Shain Slepian

**Reading due:**

- “How Twitter Can Ruin a Life”

Thursday 02/09

**Discuss:** Review: summary vs paraphrase; summary vs analysis; plagiarism

**Activity:** Discussion

**Reading due:**

- “I Sexually Identify As An Attack Helicopter”

**Assignment due:** Reading response #2 (to include integration of quotes)

**Week 4**

Tuesday 02/14

**Discuss:** Compare and contrast review: how to compare two texts

**Activity:** Watch *Neon Genesis Evangelion* Ep. 1

**Reading due:**

- “Language is for Fucking Idiots”

Thursday 02/16

**Discuss:** Essay structure

**Reading due:**

- “Hot Allostatic Load”

**Assignment due:** Reading response #3 (compare and contrast: include argument; integration of quotes)

**Week 5**

Tuesday 02/21

**NO CLASS: Classes follow Monday schedule**

Thursday 02/23

**Discuss:** Generating a research question; what is a good topic for a 7-10 page paper? How do you move from a general topic to a “doable” topic?

**Activity:** Topics brainstorm in groups; question generating exercise

**Reading due:**

- *PSYCHO NYMPH EXILE* Excerpt (pg 1-5)

**Assignment:** Reading response #4

**Week 6**

Tuesday 02/28

**Discuss:** Primary vs secondary sources

**Reading due:**

- *PSYCHO NYMPH EXILE* (pg 5-10)

**Assignment due:** Reading response #5

Thursday 03/02

**Discuss:** Peer review of topic proposals

**Assignment due:** Topic proposal (upload on blackboard, bring copy to class)

**Reading due:**

- “I can pilot my own heart,” interview with Alok

**Week 7**

Tuesday 03/07

**Library Day**

Thursday 03/09

**Discuss:** Generating an argument based on evidence, MLA format/citation

**Activity:** Q&A about topic proposals; thesis statements, annotated bibliography review, in-class work time

**Assignment due:** Reading response #6

**Week 8**

Tuesday 03/14

**Discuss:** Crafting a tentative thesis statement, outlines

**Activity:** Outline exercise, watch “Two Piece and a Biscuit,” maybe Patti Harrison stuff

**Assignment due:** Annotated bibliography

Thursday 03/16

**Discuss:** Readings

**Activity:** Watch *The Owl House* pilot

**Assignment due:** Reading response #7

**Week 9**

Tuesday 03/21

**Discuss:** First drafts; review model first draft; reading

**Readings:**

- “Why Sex Is Not Binary,” Anne Fausto-Sterling

**Assignment due:** Outline + tentative thesis statement

Thursday 03/23

**Discuss:** Questions about drafts; review

**Readings:**

- “Cladists Say”

**Returned:** Outline + thesis statements

**Assignment due:** Reading response #8

**Week 10**

Tuesday 03/28

**Discuss:** Reverse outlining; deepening research topics; create peer review groups; in-class work day?

**Reading due:**

- “there are names more powerful than our own”

Thursday 03/30

**Discuss:** Peer review, readings

**Activity:** Read *Burgerz* out loud

**Assignment due:** First draft (pages 1-4, not including introduction).  
Post on Blackboard.

**Week 11**

Tuesday 04/04

**Discuss:** Intro to revision: how to go about revising your first draft

**Activity:** Peer review first draft

**Reading due:**

- **Assigned Peer Essays**

**Returned:** First draft

**SPRING RECESS: Wed 04/05 – Thurs 04/13**

**Week 12**

Tuesday 04/18

**Discuss:** Check-in; Introductions and conclusions

**Assignments due:** Second draft (pages 1-10, not including introduction or conclusion). Post on Blackboard.

Thursday 04/20

**Discuss:** Peer review second drafts.

**Reading due:**

- **Assigned Peer Essays**

**Assignment due:** Second draft (e-mailed day before to peer review groups)

**Week 13**

Tuesday 04/25

**Activity:** Exquisite Biome, in-class work day?

**Readings:**

- **“Exquisite Biome”**

**Assignment due:** Introduction and conclusion

**Returned:** Second drafts

Thursday 04/27

**Discuss:** Readings

**Readings:**

- **“i’m sorry did you say street magic”**

**Assignment due:** Reading Response #9

**Week 14**

Tuesday 05/02

**Discuss:** Editing on the sentence level; proofreading

**Activity:** Grammar questions; presenting games

**Assignment due:** “street magic” group-work

**Returned:** Introductions and Conclusions

Thursday 05/04

**Individual Conference Day**

**Week 15**

Tuesday 05/09

**Presentations**

Thursday 05/11

**Presentations**

**Week 16**

Tuesday 05/16

Last class!

## **Final research paper due.**

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### **ADDITIONAL POLICIES**

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

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**Academic Calendar:** 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.

**Plagiarism:** 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 policy implementation can be found at [www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies). If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation. Students should be aware that faculty may use plagiarism detection software.

### **RESOURCES**

**Learning Center:** The Learning Center (1300 Boylan) provides free peer tutoring in writing by trained students. Students may attend weekly or on a drop-in basis. If you're interested in weekly tutoring sessions, please see me for a referral. You may make appointments for drop-in sessions by calling the Learning Center at 718-951-5821, by emailing [LC@brooklyn.cuny.edu](mailto:LC@brooklyn.cuny.edu), or by requesting an appointment at the Learning Center's front desk.

**Disabilities:** In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at (718) 951-5538. If you have already registered with the Center for Student Disability Services, please provide me with the course accommodation form and we will discuss your specific accommodation.

**Electronics:** If you are a student and do not have access to a computer or the internet, Brooklyn College has Chromebooks or iPads and T-Mobile Hotspots that can be loaned to you. The loan period is the duration of your enrollment at Brooklyn College. Email [devicerequest@brooklyn.cuny.edu](mailto:devicerequest@brooklyn.cuny.edu) if you have any questions regarding the program.



**CUNY Citizenship Now:** If you have questions about immigration status or DACA for yourself or for someone else, please visit the website CUNY Citizenship Now: <http://www1.cuny.edu/sites/citizenship-now/>

“CUNY Citizenship Now! provides free, high quality, and confidential immigration law services to help individuals and families on their path to U.S. citizenship. Our attorneys and paralegals offer one-on-one consultations to assess participants’ eligibility for legal benefits and assist them in applying when qualified.”

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