**THE CITY UNIVERSITY OF NEW YORK**

**KINGSBOROUGH COMMUNITY COLLEGE**

**DEPARTMENT OF ENGLISH – SPRING 2020**

**ENGLISH 1200-69 (58141) – ONLINE**

**FIRST-YEAR COMPOSITION I**

Professor: Red Washburn, Ph.D.

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Pronouns: They/Them/Theirs

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**Catalog Description:** English 12 is an introductory course in reading and writing that emphasizes the development of ideas in essay form and an understanding of how language communicates facts, ideas, and attitudes. In this particular section of English 12, we are studying gender and the ways in which race, class, ethnicity, nationality, and sexuality shape personal and social realities. You will learn that critical reflection is essential to social critique. You will do close readings and analytical writings regularly in this class. In addition, you will engage in open discussion about the works read. You will create essays in which you interpret and research gender issues in your lives and in the works read, including the works you will select for your own capstone project. This fully online class has a focus on Women’s and Gender Studies.

**Required Text:**

All texts are on Blackboard.

•Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 6th ed. New York: Bedford/

St. Martin’s, 2011 (recommended).

•hooks, bell*. Feminism Is for Everybody: Passionate Politics.* Cambridge:

South End Press, 2000 (online).

•Additional writing and citation help available at: <http://owl.english.purdue.edu/owl/>

**Course Goals:**

• You will do close readings of several texts, including summarizing and annotating, and understand theoretical, historical, sociological and literary contexts and terms.

• You will create central arguments that include a clear topic, a solid stance, and provide support (including research) for your ideas by quoting, paraphrasing, and analyzing textual passages.

• You will recognize your writing processes, receive feedback from your peers, conference with me, and revise your major writing assignments.

• You will engage in rigorous discussion that fosters critical reflection about your lives, the world, and the texts through collaborative interaction.

• You will write grammatically and mechanically correct papers and cite in MLA format.

**Learning Objectives:**

*Writing*

In English 12, I teach that college essay writing is a multilayered process involving prewriting, writing and revision. I try to build resilience in you as you learn the values of revising based on my feedback and peer feedback as well as sensitive and honest self-review. Writing can be broken down into the following skills:

* Write effectively organized essays that follow through on a central idea or thesis.
* Develop essays with sufficient supporting evidence and explanation.
* Build an argument through reading based discussion including summary, paraphrase, quote; and analysis and synthesis of texts.
* Sharpen awareness of audience and learn writing strategies that answer to the reader’s needs.
* Adhere to academic conventions in style and presentation.

*Reading*

In English 12, I teach that critical reading is an active and recursive process that involves close reading while annotating, rereading, and meaning making. I aim to foster patience and open-mindedness in you as you carefully engage a variety of challenging texts.  Critical reading can be broken down into the following skills:

* Analyze and evaluate writer’s arguments and supporting evidence.
* Identify author’s purposes, intended audiences, and rhetorical strategies.
* Begin to recognize how the historical and social contexts of a text--its production, publication, and circulation—influence its writing.
* Compare, contrast, and connect ideas from different texts.
* Draw conclusions from textual sources.

*Information Literacy*

In English 12, I aim for you to gain an introductory experience with research, both as a process for acquiring information and as a means to develop a critical argument. I want you to cultivate a curiosity for information as you begin to understand the various methods of conducting independent research. Information literacy can be broken down into the following skills:

A) Finding and Using Sources:

* Learn how to search for relevant and reliable information through various search engines and databases.
* Recognize the difference between appropriate and inappropriate sources.
* Learn to question and evaluate the information you find.

B) Documenting Sources:

* Learn the reasons for and rules of academic conventions of documentation.
* Understand the problems of intended and unintended plagiarism.
* Learn to abide by the college’s academic integrity policy.

**Requirements:**

• A life writing project, reflecting on your experiences with intersecting identities and examining privilege and oppression that uses at least one essay we read in class, totaling approximately five to six pages

•An argumentative social research capstone, researching a women’s and gender issue that includes three scholarly peer-reviewed articles, goes through several revisions, and is approximately five to six pages

•A reader and peer response journal consisting of regular one paragraph responses to a reading due every Sunday before 11:59PM on the Discussion Board on Blackboard, reflecting on at least one topic for class discussion online

• Participation, discussion, freewrites, and workshops

**Grade Distribution:**

Life Writing Project 40%

Social Research Capstone 40%

Reader and Peer Response Journal (Discussion Board) 10%

Participation (Discussions, Workshops, & Quizzes) 10%

**Writing Procedures:**

• You will engage in a process of composing (i.e., prewriting, drafting, revising, editing, and proofreading) for all writing assignments.

• You will receive a wealth of feedback on your essays from your peers. You also will conference with me. Before you submit your final drafts, you will produce several drafts for each essay, including for peer review and professor review. You will present your papers to the class during writing workshops once during the semester for feedback. If you fail to complete your rough drafts on time, you will have a letter grade taken off for each day late.

• You will have the opportunity to revise your essays after your initial grade is recorded so long as you discuss your writing in informal conferences with me within one week. Other drafts also may be revised after the first revision, but again, only after you have met with me within one week. Essentially, you have unlimited revision possibilities. Revisions have the possibility of replacing the previous grade, but only if substantial improvement is evident. In other words, simply changing mechanical errors (i.e., commas) in essays will not raise grades.

• You will be given ample feedback on each essay before the next essay is due. This feedback will allow you to learn from the comments and apply the comments to the next essay.

**Discussion Procedures:**

• You will be well-prepared for all class discussions by doing all the assigned reading and writing prior to class.

• You will demonstrate your understanding and analysis of the readings by being fully engaged in class discussions.

• You will be respectful of your peers’ ideas and my ideas.

**Online Instructions:**

• All the information about the course, me, contacting me, the readings, syllabus, assignments, discussion board, and grades (under tools) are on the left menu of Blackboard once you log in.

• You will have to create a thread, attach your work, and submit your work under the Discussion Board before Sundays at 11:59PM.

•I will post more instructions under the Announcements on Blackboard.

**Civility:** Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment.  It is likely you may not agree with everything that is said or discussed in the classroom, yet courteous behavior and responses are expected. Acts of harassment and discrimination based on matters of race, ethnicity, class, gender, sexuality, religion, and ability, etc., are not acceptable. As the Director of Women’s and Gender Studies and as an ally of Safe Zone, I promote strict enforcement of these rules. All students, faculty, and staff have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

**Pronoun and Name:** I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your gender pronoun (i.e., she/her/hers, he/him/his, or they/them/theirs, etc.) or if you do not have a pronoun (i.e., name only). If on campus, the all gender bathrooms are located in the following places: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me. For more information, please visit [http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy/and](http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy/and" \t "_blank) [https://www1.cuny.edu/mu/forum/2017/02/24/protecting-the-rights-of-transgender-and-gender-nonconforming-students/](https://www1.cuny.edu/mu/forum/2017/02/24/protecting-the-rights-of-transgender-and-gender-nonconforming-students/" \t "_blank)​

**Attendance:**

You are expected to read, write, and discuss regularly each week online. This is your way of “attending” and participating in an online class.

**Academic Integrity:**

Plagiarism is the unacknowledged (intentionally or unintentionally) use of summary, paraphrase, direct quotation, language, statistics, or ideas from articles or other information sources, including the Internet. You must cite according to MLA or Chicago format, outlined in the required text. If you plagiarize all or part of a writing assignment, you will automatically receive an F on it, and it cannot be revised. If you repeat the offense, you will fail the course and be reported to Office of the Dean of Student Affairs. At Kingsborough Community College, plagiarism falls under the larger heading of Academic Dishonesty and is adjudicated by the Office of the Dean of Student Affairs. To read a detailed description of each form of Academic Dishonesty, as well as descriptions of sanctions that may be enforced, please see the Policy on Academic Integrity at <http://www.kingsborough.edu/subadministration/sco/Documents/CUNYAcademicIntegrityPolicy.pdf>.

**Access-Ability:** Kingsborough Community College provides accommodations to students with disabilities. If you have a documented disability and need supplemental accommodations in connection with this class, contact Access-Ability services directly.

**Schedule of Assignments:** The following schedule is tentative and may change based on the needs of the class. All reading assignments must be done before the date on which they are scheduled in order to maximize engagement. Late papers will be penalized with a grade reduction, even if absent. Papers submitted more than a week late will not be accepted.

**Week One (3/3): Course Introductions**

Online: Syllabus Distribution and Introduction

* Introduce Yourself on Blackboard (Discussion Board before 11:59PM on Sunday)

**Week Two (3/9): Feminist Curiosity**

Online: “Being Curious about Our Lack of Feminist Curiosity,” Cynthia Enloe

– Reader Response Due on Blackboard (Discussion Board before 11:59PM on Sunday)

**Week Three (3/16): Feminist Killjoys and Bad Feminists**

Online: Feminist Killjoys (and Other Willful Subjects),” Sara Ahmed and “Bad Feminist” (Intro), Roxanne Gay and watch clips

– Reader Response Due on Blackboard (Discussion Board before 11:59PM on Sunday)

**Week Four (3/23): Definitions of Feminism and Womanism**

Online: *Feminism Is for Everybody: Passionate Politics*, bell hooks, chs. 1-8 and “Womanism,” Alice Walker

– Reader Response Due on Blackboard (Discussion Board before 11:59PM on Sunday)

**Week Five (3/30):** **Definitions of Feminism and Womanism**

Online: *Feminism Is for Everybody: Passionate Politics*, bell hooks, chs. 9-19

– Reader Response Due on Blackboard (Discussion Board before 11:59PM on Sunday)

**Week Six (4/6):** **Intersectionality,** **Privilege/Marginalization, and Difference/Power**

Online: White Privilege: Unpacking the Invisible Knapsack,” Peggy McIntosh and “‘What Has Happened Here’”: The Politics of Difference in Women’s History and Feminist Politics,” Elsa Barkley Brown and watch clips

– Reader Response Due on Blackboard (Discussion Board before 11:59PM on Sunday)

**Spring Break (4/8-4/16)**

**Week Seven (4/17): Life Writing Review**

**Online: Life Writing Final Draft Due on Blackboard (Discussion Board before 11:59PM on Sunday, 4/19)**

**Week Eight (4/20): Re-Views of First/Second Waves/Taxonomies of**

**Feminisms/ Multiracialisms**

Online: “Re-Rooting American Women’s Activism: Global Perspectives on 1848,” Nancy A. Hewitt and “Multiracial Feminism: Recasting the Chronology of Second Wave Feminism,” Becky Thompson and watch clips

Online: Watch *Iron Jawed Angels*, Katja von Garnier and *She’s Beautiful When She’s Angry*, Mary Dore (Blackboard Discussion Board before 11:59PM on Sunday)

**Week Nine (4/27): Performances/Sanctions**

Online: “Acting in Concert,” Judith Butler and “What’s Wrong with ‘All Lives Matter?’” Judith Butler and George Yancy, “Thinking about Homosexuality,” Anne Fausto-Sterling, and “Uses of the Erotic,” Audre Lorde and watch clips

– Reader Response Due on Blackboard (Discussion Board before 11:59PM on Sunday)

**Week Ten (5/4): Queer/Trans/Intersex Movements**

Online: “Transgender Liberation: A Movement Whose Time Has Come,” Leslie Feinberg, “Queens in Exile: The Forgotten Ones,” Sylvia Rivera and watch clips

– Watch *The Death and Life of Marsha P. Johnson*, David France (film online)

(Blackboard Discussion Board before 11:59PM on Sunday)

**Week Eleven (5/11): Social Research Capstone**

**Online: Social Research Capstone Rough Draft Due on Blackboard (Discussion Board before 11:59PM on Sunday, 5/17)**

**Week Twelve (5/18): Social Research Capstone**

**Online: Social Research Capstone Peer Review Due on Blackboard (Discussion Board before 11:59PM on Sunday, 5/24)**

**Week Thirteen (5/26): Social Research Capstone**

**Online: Social Research Capstone Final Draft Due on Blackboard (Discussion Board before 11:59PM on Sunday, 5/31)**

**Intersecting Identities: Examining Privilege & Marginalization**

**Life Writing Project Due 4/19**

In this paper, you will examine instances where you are privileged, as well as instances where you see privilege operating but are in a marginalized position. One of the issues we need to address as we undertake our studies is our own perspective and understandings of identity. While we learn about social inequalities and power, we must also interrogate our own subject positions. How has (and/or has not) privilege and/ or marginalization shaped your life? What forms has it taken (consider race, class, gender, sexuality, disability, etc.) Have you been aware of privilege and marginalization in your life as you were growing up? Why or why not? As you learn more about privilege and marginalization and examine your life, what do you find most interesting or surprising? How have privilege and marginalization shaped your life opportunities, life chances, and experiences. How do privilege and marginalization interact in your life? Are there certain forms of privilege and marginalization that have been more visible to you than others? What changes would you make in your life and your community to spread power around? Will your new understanding of privilege change your life, your actions, your behaviors in the future in any way? Do social class, race/ethnicity, gender, and sexuality have an impact on your everyday experiences? How do these identities intersect and interact in your everyday experiences? How can we apply our social imagination to these intersections? Who are you and how do you fit into the larger social structure?

In an essay on your own lived experience, you will analyze your identities and social location through the lens of privilege and marginalization. You will need to situate yourself in a larger social system. Then, define and describe the identity categories you inhabit. Then, using between one and three examples from your everyday life, begin to analyze the ways these identities affect your experiences around privilege and marginalization. You are aiming for depth of analysis here—keep answering the question “why?’” to drive your discussion. Think about both the intersections of identity as well as the structural social inequalities we discussed in class as you shape your essay. You will use at least at least one reading to help illustrate your points. This essay comprises 40% of your grade.

The following format is to be followed as you write up this exercise. This paper must be:

\* 5-6 pages in length, typed

\* Double-spaced

\* 12 point Times New Roman font

\* 1-inch margins all around

\* Pages numbered and stapled

\* Good grammar and sentence structure are expected

Late submission will be penalized. All papers need to follow the formatting guidelines mentioned above. Papers that do not follow these guidelines may not be accepted.

**Social Research Capstone**

**Paper Due 5/17 (Rough Draft), 5/24 (Peer Review), and 5/31 (Final Draft)**

**Overview**

Research is not a type of essay on its own. Research merely assistsin supporting a central argument. Many of you might feel overwhelmed by information and allow it to outweigh your own ideas. However, you should not rely exclusively on quoted passages. Instead, you should develop your own ideas and reasons. Your goal is not to string information together, but rather to write a coherent, argumentative essay for your joint capstone project—one that embodies your ideas about three scholarly peer-reviewed articles you find independently to support your ideas about a women’s and gender issue. You may wish to write an initial draft before you incorporate research, and then supplement your ideas with the information you have found and synthesized. You should research a women’s and gender studies issue (i.e., suffrage, street harassment, equal pay, welfare, intimate partner violence, cyberactivism, hip hop feminism, riot grrl, trans healthcare, sex work, #Black Lives Matter, #MeToo, incarceration, immigrant concentration camps, homelessness, sweatshops, environmental racism, and the media portrayals of women, etc.) about which you wish to know more. This issue should be examined within a historical context, i.e., World II or Black Lives Matter. If you care about your topic, your essay will be easier for you to write. Your scholarly peer-reviewed articles must be valid. It should come from one of the library journals or databases. It should have an author, journal title, volume, issue, and year. It should not be a newspaper article or a magazine article. You must be able to examine scholarly journal articles and determine their relevance to your project. You must develop your own ideas and topics, follow your beliefs and passions, and strengthen your ideas with outside sources. You may pick any women’s and gender issue to research so long as you three scholarly peer-reviewed articles, make your own argument, and provide several reasons for your arguments. For instance, you may discuss intimate partner violence. You may argue about the prevalence of violence in the United States, reasons of control, and lack of prevention and put within a historical context like divorce laws and the women’s liberation movement. You should get assistance from librarians and come to me for help as you begin to work on your projects. All projects must be revised and proofread before handed in.If you plagiarize, the project will receive a failing grade. Your paper must be five to six pages. You should submit all drafts and peer reviews. It comprises 40% of your grade. Your capstone paper should be double-spaced, typed and stapled, have one inch margins all around, be 12 point Times New Roman font, and have a proper heading with your full name, both of your professors’ full names, the full titles and sections for both classes, a date, and a title.

**Grading Checklist**

•This project has a clear argumentative statement. Each body paragraph raises a supporting point. Each body paragraph has a topic sentence that clearly encapsulates the point of the paragraph and connects it to the central argument.

•The research is smoothly incorporated into your project. Nothing seems to have been forced in arbitrarily. All quotes need to be introduced, explained, and connected to support the topic.

•Every piece of information has a clear citation within the text. You have not plagiarized.

•There is a Works Cited page that is formatted according to MLA rules.

•The project has been proofread for errors.

You should submit all drafts and peer reviews. Late papers will be penalized.

**Grading Checklist**

•You should write an introduction that has a strong hook or captivating opening (i.e., quote, anecdote, or question).

• You should synthesize your central arguments and main ideas.

• You should write in a professional tone by removing or revising personal experiences and reflections. Instead, you should focus on historical commentary about the texts for your body/ middle paragraphs.

• You should save passages from the texts you enjoyed and used in your journals, yet locate additional passages that further support your critical insights.

• You should explain and analyze why the passages you chose are important. You should support your claims by adding additional topic paragraphs.

•You should smoothly incorporate the article into your critical analysis. All quotes need to be introduced, explained, and connected to support the topic.

•You should have a clear citation within the text. You should not have plagiarized.

•You should have a Works Cited page that is in MLA format.

• You should include a conclusion that neither summarizes your introduction nor includes topics that you did not discuss in your essay.

•You should develop and organize your sentences and paragraphs coherently, with clear topic sentences, a clear focus, and strong examples.

•You should revise your essay and eliminate any grammatical and mechanical errors.

**Citation­­ Guide**

•Remember to include all drafts.

•Remember to include a proper heading.

•Remember to craft a creative title. (i.e., “Research Paper” or “Slut March” are not creative).

•Remember to do parenthetical references in MLA format. For instance, according to MLA format, all references should have the author and the page from which you are citing in parentheses followed by a period. For instance, According to research, “. . .” (Smith 56). If “Smith” is in a sentence, just write the page number. For instance, Smith writes, “. . .” (56).

•Remember a passage that is more than four lines long needs to be indented.

•Remember that periods and commas always go in quotes and that only quotes within quotes have single quotes.

•Remember to do a Works Cited page.

For a book, the MLA citation is:

Brady, Evelyn et al. *In the Footsteps of Anne: Stories of Republican Women*

*Ex-Prisoners*. Belfast: Shanway Press, 2011.

For an article in a book, the MLA citation is:

James, Joy. “Framing the Panther: Assata Shakur and Black Female Agency.”

*Want to Start a Revolution?: Radical Women in the Black Freedom Struggle*. Ed. David F. Gore, Jeanne Theoharis, and Komozi Woodard. New York: New York University Press, 2009. 138-160.

For a journal article, the MLA citation is:

Butler, Judith. “Critique, Dissent, Disciplinarity.” *Critical Inquiry*. 35.4. (Summer 2009): 773-795.

For a website, the MLA citation is:

Goodman, Amy. “Deportations Continue Despite Review of Immigrants with

Family Ties.” *Democracy Now!* 7 June 2012. Headlines. www.democracynow.org

**Reader and Peer Response Journal**

**Responses Due Sundays Online before 11:59PM**

**Overview**

I am requiring you to do weekly responses to the scheduled readings on the syllabus throughout the course. You may write about other works you have read. You may write about whatever you want so long as it incorporates what you learned, what you were thinking, or how you felt after doing the specific readings for each week so long as it is not a summary. For instance, you may write a response arguing about the irrelevance of “sex” as a classification system due to its synonymous equation with “gender.” I am looking for your own thematic analysis. Please try to incorporate the main points presented in the reading, critiques of the viewpoint, support stance, and illustrate a deep understanding of concepts and topics discussed in readings. Please incorporate textual data from the readings into your responses. Your responses should be informal and at least a paragraph to a page. Be sure to be respectful to your peers. I will not tolerate unfair responses. Your responses comprise 10% of your grade.

**Online Instructions**

To post assignments online, go to the main menu on the course page. Select the “Discussions” button. Select the name of your assignment listed for submission, i.e., “Reader Response – Week Two,” select “Create Thread,” and follow upload instructions. All assignments must be submitted as attachments using Microsoft applications, i.e., Word. Your file extension should read .doc, .docx, .rtf. OTHER FILES CANNOT BE ACCESSED BY BLACKBOARD.