
*Holding the Ghosts of Generations:
A Conversation on Race and Empathy*

INSTRUCTOR: [Christopher Martin](#)

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- * CRN 14599: M/W, 11:15 – 12:05, EB 134 + online
- * CRN 14600: M/W, 12:20 – 1:10, EB 134 + online
- * CRN 14601: M/W, 1:25 – 2:15 PM, EB 134 + online

COURSE GUIDE WORDS: There are five words that serve as guiding principles for this course. They are **sincerity**, **curiosity**, **creativity**, **complexity**, and **empathy**. If you consider these words and apply them to everything you put into this course, you will, to borrow a phrase from [Thoreau](#), “meet with a success unexpected in common hours.”

COURSE DESCRIPTION/OBJECTIVES: This class is all about entering a conversation with sources, extending upon concepts introduced in Composition I. Through this course, students will: think through competing argumentative claims; consider different forms of evidence used to construct arguments; continue the study of rhetoric; critically read and interpret texts; apply theoretical concepts as they write about complex issues; find outside sources on a particular topic; compose successful documents for academic and other audiences; compose texts that are unified, coherent, and free of surface errors; and use the conventions of a specific documentation style. Our particular theme is race.

TEXTS: You will need the following texts and materials by the beginning of the third week of class. We’ll also access various online texts and resources throughout the semester. E-book/Kindle versions are fine if they exist.

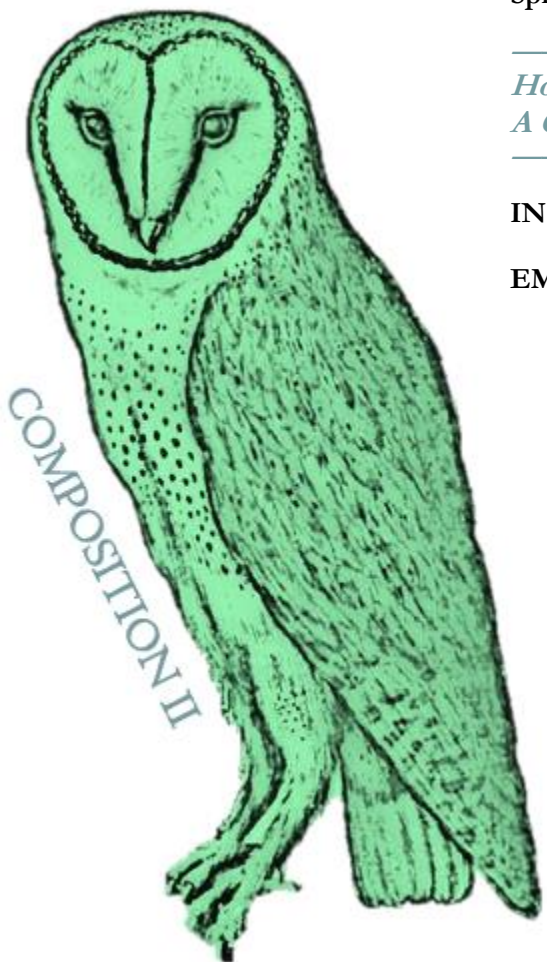
- [So You Want to Talk about Race](#) by Ijeoma Oluo
- [Monument: Poems New and Selected](#) by Natasha Trethewey
- [From Inquiry to Academic Writing: A Practical Guide](#) by Stuart Greene & April Lidinsky, 4th edition
- A composition notebook or journal and other standard materials/organizational system for a composition class
- The grammar/mechanics handbook you used in ENGL 1101 (we’ll discuss what to do if you don’t have one)

INSTRUCTOR COMMUNICATION AND OFFICE HOURS

- **GroupMe messaging and email:** I prefer direct GroupMe messages to email, but both are fine. If emailing, in the subject line, please include your name, ENGL 1102, and class time, plus anything else that’s applicable. I’m responsive to messages and emails and make it a point to be accessible outside of class, but please be as specific as possible when writing with a question. If you’re absent, please don’t use messaging or email to check in on what you missed. Meeting me in person is best for that. I can’t guarantee immediate or quick responses to messages or emails sent on weekends or at odd hours. If writing about a grade, please use your KSU email rather than GroupMe. Please don’t message through D2L.
- **Office hours:** Generally, I’ll be available in **EB 165** for you to stop by on Mondays and Wednesdays from 10:15 – 11:15 AM and on Mondays also from 4:50 PM – 5:30 PM. (These times aren’t guaranteed, so it’s best to send a quick message if stopping by, especially if you’re not already near.) I’m happy to schedule in-person and online meetings at other times.

PREREQUISITE: ENGL 1101 with at least a C

WITHDRAWING: The last day to withdraw from this course without academic penalty is Wednesday, February 27.



TECHNOLOGICAL INFORMATION

- **Online component/hybrid definition/D2L and Schoology:** As a hybrid course, significant discussion, collaboration, and work will take place online. On January 9, we will determine by popular vote between all three classes whether to use D2L or Schoology as our online platform. Details forthcoming. Hybrid courses are partially online and partially in-person. This class is 1/3 online, 2/3 in person, meaning we'll meet twice a week for 50 minutes a time, with the rest of course content taking place online. In a hybrid course, reliable internet and computer access and regular use are required.
- **GroupMe:** I use GroupMe to facilitate communication, share updates/reminders, and to give you an easy way to reach out to me through text. Joining our class GroupMe is optional but encouraged. I can't discuss grades via GroupMe. Other information will be discussed in class. Please see me or check your KSU email for GroupMe access.
- **[KSU student email](#):** You should check your KSU student email daily to stay updated on all KSU matters.
- **PDF and Microsoft Word:** In most cases, you'll be submitting work for this course as either PDF or .doc/.docx files. If you'll be sending work in other formats, please confirm that I'll be able to open what you send well before the due date.
- **Proficiency:** A basic level of proficiency is assumed for all of these technological components starting the first day of class. If you have any difficulty accessing or using any of them, or if you think you might, please let me know.
- **Creativity and innovation:** This is a hybrid class, which implies not only a degree of technological proficiency, but also an interest in utilizing and exploring various technologies, familiar and unfamiliar, that are not mentioned here. As with the writing you'll be doing for this course, I hope you'll approach our use of technology creatively and innovatively.

GRADING: The final grades that may be assigned in ENGL 1102 are A (90 - 100), B (80 - 89), C (70 - 79), D (60 - 69) and F (below 60). While a D is slightly better than an F for GPA purposes, a grade of C or better is required to advance to Gen Ed Lit. See the KSU [FYC website](#) for more information. Grades in this course will be based on 100 available points. Therefore, points available for a given category represent the overall percentage. Grades are calculated by simple addition.

- **Online Discussions | 20 points** | Over the course of the semester, we'll have five online discussions valued at 4 points each. Other guidelines will be provided and discussed in class/online.
- **Race Card | 5 points** | The concept of the "race card" in the spirit of Michele Norris's [Race Card Project](#) will be a touchstone throughout the course. Specific guidelines will be provided and discussed in class/online.
- **Race Narrative | 20 points** | Guidelines for this composition will be provided and discussed in class/online.
- **Race in Conversation | 20 points** | Guidelines for this composition will be provided and discussed in class/online.
- **Creative Response | 10 points** | Guidelines for this composition will be provided and discussed in class/online.
- **Course Engagement Reflection | 20 points** | Near the end of the semester, each student will submit a self-assessment of attendance, professionalism, and participation in the course. I'll provide guidelines by the third week of class.
- **Sharing your work | 5 points** | Over the course of the semester, we'll set aside time for students and myself to share work we're doing/have done in the class, whether drafts or final versions, to give us an audience for our work and to foster a sense of community in our composition classroom. To earn the 5 points here, you should share at least once over the course of the semester. Additional guidelines will be provided and discussed in class/online.
- **Individual Conference | 5 points extra credit** | Every student will have the opportunity to conference with me on your work in the class and your writing in general. A signup sheet and specific guidelines will be provided.

ATTENDANCE: I take attendance primarily to learn your names. It's also pedagogically helpful knowing whether you're regularly attending class when providing individual feedback and instruction. While course engagement (which includes regular attendance) is central to success in this course—in fact, regularly attending in an engaged manner is the number one thing you can do to succeed in it—I have no attendance "policy" apart from the information in the above grading details.

CONFIDENTIALITY: Some things you compose in this class will be read and responded to by other students. As such, please do not disclose more about your personal life than you feel comfortable, though personal writing is of course welcome when appropriate for a given rhetorical situation. It is my goal to foster a safe classroom environment. To protect the confidentiality of everyone in the class, audio/video recording of any part of the class is prohibited, as is publicizing discussion threads and other materials posted online.

MANDATED REPORTING: I am a mandated reporter, meaning that I'm legally obligated to disclose through appropriate KSU channels should a given student share that they are in danger or have been a victim of assault or other forms of violence. Whether you do or do not disclose anything to me, if you are experiencing crisis, danger, or difficulty, I am here for you and I will be glad to point you in the direction of resources available here at KSU that can help you.

FEEDBACK AND CONFLICT RESOLUTION: If you have concerns with any aspect of the class, including my approach to teaching, I'm open to your constructive feedback and will strive to listen empathetically. Provided you contact me in a timely, professional manner, I'm willing to collaborate with you on finding resolutions. I welcome you to reach out.

ACADEMIC ASSISTANCE AND STUDENT SUPPORT AT KSU

- **Individual/Small Group Meetings:** I am available for conferencing by appointment or during office hours.
- [First Year Composition](#)
- **Writing Center:** The Writing Center, located in EB 242, is a free service available to all students. Experienced, friendly writing assistants work with you on thesis development, organization, research documentation, grammar, etc.
- [Student Success Services](#)
- **Student Disability Services:** Any student with a documented disability needing academic adjustments is requested to notify the instructor as early as possible.
- [Multicultural Student Retention Services](#)
- [Counseling and Psychological Services](#)

VARIOUS UNIVERSITY STATEMENTS

- **General Education:** ENGL 1102 satisfies one of KSU's general education program requirements. For more information about KSU's General Education program requirements and associated learning outcomes, please see the [catalog](#).
- [Codes of Conduct and Academic Integrity](#)
- [Diversity Statement](#)
- **Intellectual Diversity:** KSU is an educational community comprised of individuals from different ethnic, racial and religious groups and of different genders, political beliefs, ages, abilities and sexual orientations. In light of this, KSU is resolved to contribute to the development of an integrated, pluralistic society in which individuals model and support humaneness and respect for the individual. KSU is committed to a diversity of intellectual viewpoints. We trust in a genuine free marketplace of ideas where faculty and students are encouraged to express their considered opinions openly. We further believe that this intellectual exchange is healthy, democratic, and produces new insights. The exchange of ideas is also a splendid means of encouraging "critical thinking" as long as it is conducted within an atmosphere that respects the dignity of all concerned. KSU is committed to providing quality education, which is enhanced by the perspectives provided by individuals and groups with varying backgrounds and views. Racism, sexism and other discriminatory attitudes and behaviors impede learning and working. Conversely, respect for differences enhances educational and work experiences. KSU is dedicated to creating an environment that cherishes and nourishes this diversity.
- **Environmental Awareness:** KSU endeavors to encourage in each student, faculty, staff member, and the community, a respect for the worth of the environment and a desire and capacity to recycle, to conserve energy and to take other measures to help conserve limited resources. KSU focuses on developing an environmental ethic that promotes excellence, responsibility and stewardship in environmental affairs and is committed to educating the community about environmental issues.

See **COURSE SCHEDULE** and **ASSIGNMENT DESCRIPTION** documents for other course information. These documents are extensions of the syllabus. Each assignment description will include its own late work policy as needed. By remaining enrolled in this class past the drop/add period, you acknowledge acceptance of the terms of this syllabus, provided to you the week of January 7, 2019. This syllabus is subject to change. Any changes will be communicated in class or online.

The image on page 1 is my alteration of an unattributed 16th century Dutch illustration, titled "[Kerkuil](#)," accessed through [Wikimedia Commons](#).