

Terry A. Tiernan
 tiernata@potsdam.edu
 Morey 239
 267.2038 (office)
 322.8946 (home)

COMP201: Writing and Critical Thinking, Fall 2009
Tuesday/Thursday, 2:00-3:40

Office hours: I will meet with students during office hours on Wednesdays, 8:30-11:30, or at any other mutually convenient time. You may leave voice mail or a message with Mrs. Cullen, the department secretary, at 267.2005.

Course objectives: You will become more aware of: your use of multiple stages in the development of texts; the unique demands various discourse types place upon you as a writer; the various roles for social interaction in the production of written discourse; the means by which the logic of written discourse can be graphically organized and subsequently analyzed; the various demands of researching and writing electronically; your use of various levels of discourse and the need for Standard American Usage in formal discourse; how self-assessment can best serve you as a developing writer; and the role of culture in producing and analyzing texts (especially as a teacher and/or student).

I firmly believe that my lecturing you prescriptively for months is not the most constructive use of our time together. Although I will lecture, we will also use seminar and workshop formats when appropriate. It is crucially important that you *come to class on time and well prepared, contribute to class discussions and activities, remain on task, and submit all work on time!*

Required texts:

Lundsford & Ruszkiewicz. *Everything's an Argument, 4ed.*
 Raimes, Ann. *Universal Keys for Writers.*

Suggested texts:

Lanham, Richard. *Revising Prose, 4ed.*
 Moffett, James et al. *Active Voices IV.*
 Moffett, James, ed. *Points of Departure: An Anthology of Nonfiction.*
 Moffett, James & Kenneth R. McElheny, Eds. *Points of View: An Anthology of Short Stories.*

Grades:

You will be assessed both informally and formally throughout the semester.

Informal evaluations:

- Attendance (more than three absences is grounds for automatic failure)
- Punctuality (more than three late arrivals will lower your final grade by one half point)
- Participation (constructive contributions to class discussions, activities, etc.; active listening and thoughtful responses to peers and instructor)
- Informal writing (journal entries, free writing, clustering, class exercises, etc.)

- A cumulative portfolio containing:
 - copies of *all* assignments, both printed and on disk (very important)
 - Early drafts of assignments indicating use of strategies introduced in class (invention, drafting, revising [including peer conferences], proofreading, etc.)
 - Copies of *all* assigned exercises from *Universal Keys for Writers* completed and corrected.

Formal evaluations:

- Four revised graded essays
- Two portfolio assessments (one formative and one summative)
- An end-of-term ("Best of") portfolio containing:
 - Four fully revised papers
 - a thorough, reflective assessment of the portfolio and how it reflects you as an individual and your learning;
 - an examination measuring your competence regarding clear, effective, and correct sentence construction; punctuation; mechanics; spelling; sentence-level revision; and rhetorical strategies.

Absence: Because we only meet twice each week and because much of our work together is participatory, it is very important to attend regularly, to be on time, and to be well prepared. If it is necessary to be absent, make every effort to inform me before class, and to keep up with the class work. *Missing more than three absences is excessive; you will automatically drop one grade point for each additional absence or fail this course! This is a firm and reasonable expectation; please adhere to it. Chronic late arrival will also lower your grade.*

Plagiarism: I refer you to the definition of plagiarism in *Universal Keys for Writers* (sections 50a through 50d); it is a clear, concise explanation with examples and suggested strategies for avoiding it. If I discover a student has blatantly committed plagiarism, she or he will fail the course.

Format of papers: For all papers use the MLA format as it is described in *Universal Keys for Writers*.

Course Outline: Before beginning any writing task, you are to read thoroughly the detailed instructions for the assignment. *Due dates for writing and reading assignments and for exercises from the texts will be posted on Blackboard. Check Blackboard regularly for announcements, assignments, etc.*

September	01: Introduction, personal histories re: literacy, reading comprehension, attitudinal and diagnostic assessments, overview of texts 03: Diagnostic Test of Grammar and Usage 08: Research Methodologies 10: Information Literacy Tutorials and Orwell readings 15: Orwell readings 17: "Rashomon" and "In a Grove" 22: <i>Rashomon</i> screening 24: <i>Rashomon</i> analysis
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	29: Part 1: Reading Arguments (<i>Everything's an Argument</i>) and <i>essay due</i>
October	01: Reading Arguments
	06: Reading Arguments
	08: Reading Arguments and <i>graded essay due</i>
	15: Part 2: Writing Arguments
	20: Writing Arguments
	22: Writing Arguments
	27: Writing Arguments and <i>graded essay due</i>
	29: Part 3: Style & Presentation in Arguments
November	03: Style & Presentation in Arguments and <i>portfolio assessment due</i>
	05: Style & Presentation in Arguments
	10: Style & Presentation in Arguments and <i>graded essay due</i>
	12: Part 4: Conventions of Argument
	17: Conventions of Argument
	19: Conventions of Argument
December	01: Conventions of Argument
	03: Formal research project and <i>graded essay due</i>
	08: Final revision and editing of Final Portfolio
	10: Final revision and editing of Final Portfolio
Finals Week	Presentation of portfolios and Final Examination