

## Writing 122: English Composition—Argumentation

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Winter 2018  
CRN 33802  
Tu / Th 10-11:20  
NSH-106

Hours: Tu/Th 1:30-2:20 or by appointment

Essential course information normally included on a syllabus is included in documents that are part of a “virtual” [Course Packet](#) accessible through Moodle.

### Tentative Schedule

(Please complete readings and writing assignments before coming to class; LA refers to textbook *A Little Argument*; “Seagull” refers to *The Little Seagull Handbook* (2<sup>nd</sup> ed); “Moodle” in parentheses means reading is available on class Moodle site—please download on your own, print out, and bring to class; “Packet” means virtual Course Packet accessible through Moodle)

<u>Date</u>	<u>Reading Assignment</u>	<u>Writing Assignment</u>
1/09	<b>Week One: Overview / Rhetorical Analysis</b> Syllabus; Outcomes; Assumptions	
1/11	<a href="#">Rhetorical Analysis Assignment Description</a> (Packet); “Analyzing an Argument” <a href="#">LA 11-26, 33-44</a> ; Excerpts from <a href="#">Ways of Reading Introduction</a> 5-8, 9-10 (Moodle)	
1/16	<b>Week Two: What Is Argument?</b> Tannen <a href="#">“Argument Culture”</a> (Moodle); <a href="#">“Writing Arguments”</a> (Moodle); <a href="#">LA 1-9</a>	
1/18	“Writing an Argument” <a href="#">LA 45-71</a> ; <a href="#">Personal Interest Inventory</a> ; <a href="#">Essay One Topics</a> ; “Writing Processes” (Seagull 9-29, 146-48)	<a href="#">Rhetorical Analysis #1</a>
1/23	<b>Week Three: Types of Argument</b> First half of “Constructing an Argument” <a href="#">LA 72-100</a> ; <a href="#">“Notes on Warrant”</a> (Moodle Packet); <a href="#">“American Value Systems”</a> (Moodle)	
1/25	Second half of “Constructing an Argument” LA <a href="#">100-126</a> , 170-179	<a href="#">Proposal</a> for <a href="#">Essay One</a>
1/30	<b>Week Four: Evidence</b> Schulz, <a href="#">“Evidence”</a> (Moodle—360-370, 378ff.)	
2/01	Finish Schulz “Evidence” 370-77 (Moodle); <a href="#">Peer Review Instructions</a> and <a href="#">Grading Rubric</a>	<a href="#">Rhetorical Analysis #2</a>

<u>Date</u>	<u>Reading Assignment</u>	<u>Writing Assignment</u>
2/06	<b>Week Five: Slow Ideas</b> Gawande, <a href="#">“Slow Ideas”</a> pp. 361-375 (Moodle); Researching and Documenting an Argument <a href="#">LA 127-169</a>	
2/08	Gawande (cont.)	Essay 1.1 (4-6 pages) Due. Peer Review in class.
2/13	<b>Week Six: Scientific Habits of Mind</b> Steinkuehler and Duncan, <a href="#">“Scientific Habits of Mind in Virtual Worlds”</a> (Moodle); “Revising an Argument” <a href="#">LA 180-185</a>	
2/15	Steinkuehler and Duncan, cont.	Essay 1.2 (4-6 pages) Due.
2/20	<b>Week Seven: Games / Visual Argument</b> McGonigal, <a href="#">“Becoming Part of Something Bigger Than Ourselves”</a> (Moodle)	<a href="#">Rhetorical Analysis</a> #3
2/22	McGonigal (cont.); “Analyze a Visual Argument” <a href="#">LA 26-32</a>	
2/27	<b>Week Eight: Visual Argument</b> Bechdel, <a href="#">“Ordinary Devoted Mother”</a> 72-108 (Moodle)	<a href="#">Rhetorical Analysis</a> #4
3/01	Bechdel (cont.)	<a href="#">Proposal</a> for <a href="#">Essay Two</a>
3/06	<b>Week Nine: Pain Scale</b> Biss <a href="#">“The Pain Scale”</a> (Moodle)	<a href="#">Rhetorical Analysis</a> #5
3/08	Biss (cont.)	
3/13	<b>Week Ten: Experts vs. Consumers</b> Percy, <a href="#">“Loss of the Creature”</a> (Moodle)	Essay 2.1 (4-6 pages) Due. Peer Review in Class.
3/15	Percy, cont.	<a href="#">Rhetorical Analysis</a> #6 (Here’s a <a href="#">Self-Reflective option</a> )
3/19- 3/21	<b>Finals Week</b> Open Conferences. Times TBA	Essay 2.2 (4-6 pages) Due.

Turn in all final revisions as an e-mail attachment by 5 p.m., Mar. 21st (Wed)  
**Course documents are available on Moodle Website WR122\_DB\_1**