**CORE106 Section 10 Fall 2015**

**December 11, 2015**

**Prof. McDonald**

**Final Exam Study Guide**

The final exam will be open book in-class exam next Tuesday, December 15 at 8:30 am in the usual classroom. I will bring blue books. You will have three hours to complete the exam. The exam will focus on readings since the midterm, and it will not be comprehensive.

The study guide for midterm set the expectation that the final would be comprehensive, but I’ve decided that a more focused exam on the material since the midterm makes more sense. In particular, your work on the upcoming paper has concentrated on this new material, and there is plenty of it that expresses the important themes of the course.

To repeat: **The exam will cover only the material since the midterm.**

There is one exception. I’m asking for some input on the four non-core books that we read, and I want you to think about your experience with all of these books in this assessment. As you will see below, that question comprises 10% of the exam score.

You can take as much of the allocated three hours to complete the exam. My initial expectation is that most of class will complete it in 60-90 minutes, so if you only need a fraction of the three hours, don’t be surprised. But feel encouraged to take as much time as you like, and given the open book format, you might decide to use it all.

The exam will comprise twenty percent of your total grade.

The exam will have four sections:

1. Character identification. You’ll explain the identity and role of figures that we have covered in *Gilead* and *The Graduate*. All of the characters will have significance in the novel or the film, respectively. This section will comprise 30% of the exam grade.
2. Short answer and interpretation. You’ll explain the meaning of chosen passages from Watts, Wallace, White, and Bakewell (c.10). This section will comprise 30% of the exam grade.
3. General essay question. You will write a essay in response to a question that will ask you to integrate themes from two or more of the works we’ve reviewed since the midterm, including *The Graduate*. You’ll choose **one** question from a list of **three** options. This question will comprise 30% of the exam grade.
4. Book review. Pick one book that you thought was the most rewarding from this group: Bakewell’s *How to Live* on Montaigne, DeLillo’s *Libra,* Robinson’s *Gilead,* and Watts’s *The Wisdom of Insecurity*. Explain your choice, and then recommend whether that book stay or go in the next iteration of this class. This question will comprise 10% of the exam grade.

Short answers will suffice for the first question set. The second and third will be graded on the following criteria, equally weighted:

* The clarity and precision of the theme presented in the response. Your essay should present a thesis that answers the prompt directly, and all of its content should revolve around the thesis.
* The supporting evidence from the reading. Your primary goal in these essays is to apply your mastery and understanding of the readings to support your thesis statement, in an impromptu setting.
* The quality of the analysis. Is your application and interpretation of the evidence you present relevant to your thesis? You should be able to explain the meaning of the evidence your present, and resist the temptation to unload a “data dump”.

A thoughtful and complete response to the fourth question will earn full credit.

Your writing should be clear, but realize this is a handwritten, impromptu exercise. You do not need to deliver the same quality of composition that you provide in your typewritten papers. Simplicity and clear organization are the most helpful attributes of a successful in-class essay.

The general essay question choices may cover the readings since the midterm, including Robinson’s *Gilead*, Watts, Bakewell c.10., White, and Wallace’s *Kenyon Commencement Address*, and *The Graduate.*