

FINAL EXAM: MONDAY, DECEMBER 11, 2017

- COMP 5 D: 9:30-12:20, SE12-310
- COMP 5 H: 13:30-16:20, NE1-335

NOTE: reflects decrease in # of terms/concepts to study for Part A, as agreed to in class in 4 Dec.

MATERIALS for this closed book exam:

- You can refer to a hard-copy dictionary.
- NO access to human, print or electronic sources other than those itemized in these instructions: MS Word (including online dictionary/thesaurus access ONLY via MSWord); APA or MLA template from D2L; D2L dropbox;
- YOUR INDIVIDUAL ORIGINAL WORK ONLY; no “cut-and-paste” from the course site or other sources. Responses will be checked to ensure academic integrity.

OVERVIEW OF THE EXAM:

- The closed-book final exam
 - is three (3) hours long
 - constitutes 30% of the total course grade
 - consists of two parts, which both must be completed:
 - Part A is worth 10%
 - Part B is worth 20%.
- Your goal in both parts of the exam is to demonstrate
 - understanding of the course material
 - competent use of rhetorical techniques and citation methods
 - clear writing and organization.
- submit ONE file to the D2L Dropbox for your set, based on APA or MLA template; use this protocol to name your file: **LastnameFirstnameLIBS7001FinalExam.docx** OR .doc; NOT .pdf
- Put your name on the exam paper and return it with your completed exam; hand in all other rough work.

*** PART A:**

- A list of terms will be given on the exam, AND YOU WILL DEFINE THREE.
- For each one, **in 2-5 sentences** (100-125 words), define the term, using techniques from both essential and extended definition formats, as discussed in class and in course readings.
- Create a mini-essay that has strong, correct content, clear structure and clear writing.
- To support your definition, give a relevant example of how the term / concept is used in rhetorical analysis. Best are examples from a LIBS 7001 reading or lecture; other examples from your experience can also be used but are less effective evidence for this part of the exam. NOTE: in-text citation is not required for Part A.

- See the following (very strong) sample answer; the term “audience” won’t be on the exam:

Audience, as used in rhetoric, is the reader, listener, or viewer a text intends to reach. Knowing the intended audience guides a writer’s choice of structure and tone, and can deepen a rhetor’s understanding of a text. For instance, a story for young children will use basic language and simplified order of ideas, even when presenting a complex issue like global warming.

Audience analysis reveals different features of a text. Although comic books (graphic narratives) are often composed for young readers, Pekar’s “Hypothetical Quandary” is aimed at adults who need not be highly educated, as evidenced by Pekar’s colloquial language and by his presentation of an average adult experiencing a complex, temporary mental crisis. (4 sentences, 114 words)

- Each answer is worth 3.3% of the final exam total. NOTE: if you define more than three terms, no extra credit will be given; all errors in the definitions will mean deductions from the total exam mark.
- Your answers must discuss how the terms are used in the context of rhetorical analysis, not any other context.

STUDY GUIDE: TO PREPARE FOR PART A, review

- didactic material (on specific rhetorical methods and techniques) that was assigned in the Course Syllabus (attached to the course outline); *LIBS 7001 Course Reader*, lecture notes, course handouts – mainly from after the midterm exam. Be familiar with the assigned course essays (those by various authors), so you can cite them as examples.
- LIBS 7001 course material related to definition (essential and extended). Take care to avoid omission of main category (e.g., do NOT use the construction “X is where. . . .” or “Y is when” in your definitions.
- the following terms & concepts from the second half (post-midterm) of the course and presented in lecture notes and assigned readings; exam questions for Part A will be chosen from this list.

METHODS OF DEVELOPMENT: Causation, including

- ~~Causal chain~~
- ~~Contributory cause~~
- ~~Immediate cause~~
- ~~Necessary cause (pre-condition)~~
- ~~Remote cause~~
- ~~Sufficient cause~~

ARGUMENT, RHETORICAL APPEALS, FALLACIES

- Appeal, in rhetoric
- Argument
- Counterargument (which can be [a] refuted or [b] fully or partially conceded)
- Deduction, in argument
- Enthymeme
- *Ethos*, or appeal to speaker credibility and group values of the audience
- Fallacies (be prepared to define the general term “fallacy” and to define and give examples of the ff. specific fallacies, defined in LIBS course reader, pp. 226-230):
 - Hasty Generalization
 - *Non Sequitor*
 - Card Stacking
 - Either / Or Fallacy
 - Argument *ad Hominem* (see also Kane, p. 179)
 - Appeal to the Crowd (*Argument ad Populum*; see also Kane, p. 179)
 - *Post Hoc, Ergo Propter Hoc*
- Induction, in argument
- Irony
- *Logos*, or logical appeal
- *Pathos*, or non-rational appeal (be prepared to define the general term and the ff. element):
 - pathos (an element of non-rational appeal: appeal to pity or compassion)

STYLE, TONE, FIGURATIVE LANGUAGE (can be considered as elements of emotional appeal)

- Chiasmus
- Diction
- Euphemism
- Hyperbole (exaggeration / overstatement)
- Litotes (understatement)
- Metaphor
- Parallelism

*** PART B: FOCUS THIS PART ON ONE OF THE READINGS, OUT OF A CHOICE OF TWO THAT WILL BE ATTACHED TO THE EXAM; APA References listing and MLA Works Cited listing will also be given on the exam paper.**

- Write a one clearly organized essay of 750 words minimum, 1250 words maximum, in which you analyze the effectiveness of ONE text's use of persuasive techniques. Answer the question: **"Does this text use argumentative appeals effectively, to convince the intended audience(s)?"**
- A photocopy of TWO readings, selected from among those listed below – which were all on the course outline or distributed in class – will be attached to the exam, and you'll write on ONE:
 1. Ehrenreich, B. "The Cult of Busyness," pp. 387-389
 2. Hitler, A. "On Nation and Race," pp. 409-412
 3. Machiavelli, N. selections from *The Prince*, pp. 478-482
 4. Malcolm, J. "Pandora's Click," pp. 480-484
 5. Whitehorn, A. "Laying Out the Bare Bones of Genocide," pp. 563-565
 6. Zizek, S. "Slavoj Zizek at Occupy Wall Street" (transcript / handout)
- Your essay for this part of the exam must
 - **analyze, with specific examples, the writer's use of the three argumentative appeals: *ethos*, *logos*, *pathos*; along with fallacies (if applicable), and the handling of opposing arguments.**
 - **have a clear thesis: give your evaluation of whether or not the essay you've analyzed uses persuasive techniques effectively, to convince the intended audience(s).**
 - use basic rhetorical-analysis concepts and terms we've covered in the class, such as audience, genre, context.
 - demonstrate your understanding of the three argumentative appeals and how they are used separately and together.
 - **NOTE:** your essay can BRIEFLY explain how other components of rhetorical analysis are used, SPECIFICALLY in service of one of the three argumentative appeals. These tools include:
 - methods of development (e.g., use of illustration, definition, classification, causal analysis, comparison & contrast, description & narration)
 - order of ideas and patterns of organization (e.g., inductive / deductive), and use of transitions
 - style, tone, and figurative language
 - include sufficient, specific evidence cited clearly from the text, to support your assertions. When quoting or paraphrasing, cite name of author and page number(s), or para. # for non-paginated sources
 - be clearly organized and written, with clear diction and transitions

STUDY GUIDE: TO PREPARE FOR PART B OF THE EXAM, review, in course readings and via lecture notes:

- elements of argument and the three rhetorical appeals – *ethos*, *logos*, *pathos*, as presented in LIBS 7001
- the essays listed above that were assigned readings for LIBS 7001
- basic essay structure, particularly for analytical essays
- MLA or APA citation and Works Cited / References protocols, so you can cite effectively in your essay, and clearly document your evidence. If the source is paginated, use page numbers in your citations. If the source has no pages, refer to paragraph number ("para. 12" OR "¶ 12") whenever you cite from the text.
- instructor comments on previous assignments, related to specific aspects of your organization, writing, grammar, etc., indicating where you can improve, as well as general comments to the class about assignments
- the appropriate sections of *LIBS 7001 Course Reader*, materials posted on the LIBS 7001 course site or other online resources related to specific writing issues and rhetorical topics.
- For help with essay-based, time-limited exams, see

- <http://owl.english.purdue.edu/owl/resource/737/1> (from the Purdue Univ. online writing lab)
- <http://www.studygs.net/tsttak1.htm> (from “Study Guides and Strategies” web site, maintained by Joe Landsberger). See sections on essay-based exams and “overcoming test anxiety,” <http://www.studygs.net/tstprp8.htm>