**Exam Text Package and Review January 2018**

**English 112**

K. Prescott

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_

PART A: Conventions and Writing: Multiple Choice \_\_\_\_\_/10

PART B: Skill Application: Sight Piece - Video Response \_\_\_\_\_/20

PART C: Skill Application: Critical Response \_\_\_\_\_/20

PART D: Skill Application: Personal Response \_\_\_\_\_/25

PART E: Shared Literacy: Essay \_\_\_\_\_/25

BONUS: \_\_\_\_\_/5 TOTAL: \_\_\_\_/100

**Curriculum Outcomes**

Your exam is entirely skill based and will assess the following learning outcomes. Students will be able to:

* *read a wide variety of print texts, recognizing elements of those texts that are relevant to their own lives and community*
* *view a wide variety of media and visual texts, comparing and analyzing the structure, genre, style, and cultural diversity of the texts*
* *select appropriate information from a variety of sources, making meaningful selections for their own purposes*
* *synthesize information from a range of sources to address a variety of topics and issues*
* *make connections between the ideas and information presented in literary and media texts and their own experiences*
* *make connections among the themes, issues, and ideas expressed in various texts*
* *justify points of view on various print and media text*
* *recognize how the artful use of language and the structures of genre and text can influence or manipulate the reader/viewer*
* *respond critically to complex print and media texts*
* *explore the diverse ways in which texts reveal and produce ideologies, identities, and positions*
* *reflect on their responses to print and media texts, considering their own and others’ social and cultural contexts*
* *demonstrate control of conventions of written language*
* *create a clear and coherent structure of writing*
* *listen critically to evaluate others’ ideas in terms of their own understanding and experiences, and identify ambiguities and unsubstantiated statements*
* *discuss some language features in formal, defined structures that enable speakers to influence and persuade audiences*
* *critically evaluate other’s uses of language*

**Essay Options:**

Marxist Criticism

* How might the novel reflect capitalist or classist ideologies? In what ways does the text reveal, and invite us to condemn, oppressive forces or ideologies?

Feminist Criticism

* What does the novel reveal about the operations (economically, politically, socially, or psychologically) of patriarchy? How are women portrayed? How do these portrayals relate to the gender issues of the period in which the novel was written? Does the novel reinforce or challenge patriarchal ideologies?

African-American Criticism

* What can the novel teach us about the specifics of African-American culture and experience and/or African-American history (including but not limited to marginalization and oppression)?

This booklet contains five new thematic texts that you should read/view in order to prepare for your exam. Make sure to actively read/view the entire booklet and be prepared to reference the texts in your responses. You may underline, highlight, and use symbols while close reading, but you MAY NOT write notes in your exam packet prior to the exam. You will be permitted to bring this booklet into the exam with you if these guidelines are followed.

Exam Thematic Topic: Society and Power

**Texts:**

**Shared Literacy**:

*Of Mice and Men* by John Steinbeck

Walk n’ Talk Novel

**Text Package:**

Poem: “To a Mouse” by Robert Burns

Short Story: “The Doll’s House” by Katherine Mansfield

Artwork: “Islands” by Paweł Kuczyński

Article: “Have Smartphones Destroyed a Generation” by Jean M. Twenge

Video: Emma Watson’s He for She Speech to the UN – Official UN Video on YouTube

**One Sight Piece Video that we will watch during the exam.**

**How to Prepare:**

The most important thing you can do to prepare for this exam is to actively read/view/research the texts in this package and be prepared to respond them personally and critically.

**To Consider:**

* curriculum outcomes
* critical discourse
* critical perspectives (If you require further reading other than class material, you can reference Lois Tyson’s *Critical Theory Today* online at <http://efford.weebly.com/uploads/1/3/8/3/13833564/critical-theory-today_3.pdf> or I can print you copies of the chapters you need if you do not have access to the internet).
* personal opinion
* identifying issues/arguments
* topics/themes
* power structures
* common themes, various perspectives, and contradictions between texts
* How will you support your claims?

**Conventions/Writing**

MLA Format and Citations

Troublesome Tuesdays

* bereft
* writing out numbers
* enormity
* collide
* empathetic
* future
* cannot vs. may not
* aroma

**Critical Discourse**

Ideology

Voice

Privilege

Oppression

Marginalization

Positioning

Text

Double standard

Othering

Racism and Shadeism

Capitalism

Classism

American Dream

Rugged Individualism

Exchange Value

Use Value

Sign Exchange Value

Feminism

Patriarchy

Objectification

Misogyny

Biological essentialism