

Cultures and Traditions 201 – Fall 2009

Format for the Final Examination

The final examination in C&T 201 will be celebrated on *Tuesday, December 15 at 9:00 a.m.* in your discussion group's regular meeting room. You will be given a copy of the *course syllabus* to aid your memory and exam books in which to write your exam. This exam will consist of three parts.

PART I – Identifications

(6 questions @ 6 points each = 36 points)

In Part I, you will be given a list of items—names, terms, concepts, quotations, images, etc. – from the various readings and lectures this semester. You will be asked to select **6** items from a longer list of possibilities, *identify* each item *in a sentence* (i.e. identify the person, describe the concept, identify the source of the quotation, etc.) and *discuss* the *significance* of this person, term, quote, image, etc., *in a brief paragraph* (e.g., you might discuss the specific role the item plays in the text or in its module as a whole). Your answer will be graded using two criteria: (1) how accurately you identify the item and (2) how intelligently you discuss the significance of the item. There may be several possible answers for each item; it is up to you to provide sufficient justification of the significance you have elaborated.

PART II – Paired Identifications

(4 questions @ 10 points each = 40 points)

In Part II, you will be given a list of pairs—of names, terms, concepts, quotations, images, etc., with the possibility of pairs of mixed sorts. You will be asked to select **4** pairs from a longer list of possibilities, *identify* each item in the pair and state a *significant* or *interesting relationship* (a similarity *or* a difference) between them, in a manner similar to that described above for Part I. Grading criteria will be similar to Part I.

PART III – Essay

(24 points)

In Part III, you will be asked to write **one** essay whose topic you will choose from a short list. The purpose of the essay is to let you put the pieces of the course together in a way that helps you reflect on important ideas in course. In your essay, be sure to draw on a range of authors and texts from *all modules* in the semester, *remembering that our “texts” include written texts, art, film, and lectures*. For each author or text, be sure to clearly state the ideas or issues you find important and significant. *In addition, be sure to produce a coherent essay*. At the beginning, you should give a clear account of what you aim to do in the essay; and your plan should lead you to include significant content that is open to reasonable discussion, debate, analysis and critique. You should also remember, at various points throughout your essay, to explain to a reader how you are accomplishing what you set out to do. Excellent essays incorporate richness, complexity, originality and creativity. Excellent essays also incorporate a variety of relevant texts from all parts of the course, and they discuss the texts they address in some depth. So, while your essay should show that you have a broad command of texts from the whole semester, brief comments on many examples will not add up to a good essay.

Some General Tips on Writing the Exam

1. Clearly indicate which questions you are answering. Although it should be possible to tell from the answer which question you were addressing, it is a courtesy to your grader to make this explicit. Sometimes students write answers to questions that were not asked, so please be sure you are answering the questions that we asked.
2. It should be possible to tell from the answer that you've learned something from the course. Please base your answers on material from this course, not on general knowledge which anybody might reasonably be expected to have known before taking C&T or on outside sources. Your answers should also go beyond information provided in the syllabus.
3. Back up what you say with specific examples, but in a way that shows you know what you're talking about. For instance, don't just say, "This is clear if you look at Telemachus' childhood." Say precisely how those childhood experiences were important. Or don't just say, "Mencius makes this point." Say precisely what the point is, how it is made and why. In other words, don't just toss in a snippet of information or make vague references to an author in passing without further explanation.
4. Organize your answers. Don't just meander from point to point or give the impression that you're making it up as you go along. You should take a few minutes to plan your essay before writing it.
5. Think how you wish to distribute your time. A distribution proportional to the point-value of questions would give 10-12 minutes each to part I answers, 15-20 minutes each to part II answers, and 40-45 minutes to the part III essay. However, a different distribution of time might be more appropriate for your own style of thinking and writing.