

i About the Exam



Høgskolen i Østfold

EXAMINATION

Course code/-name: SFE11218 English: Critical Analysis I

Date: 20 May 2019

Duration: 5 hours

Permitted aids: English-English-Dictionary

Lecturer: Dr Johanna Wagner

About the Exam:

Please answer all questions and tasks in the assignment.

Date of announcement of the examination results: 11 June 2019

The examination results are available in Studentweb.

1 Matching

1. Match the verb/transition word on the top with its *most closely correlated* expression on the left. Only one correct answer per word in any row or columns. (5 points)

	Whereas	Moreover	Admittedly	Do not deny	Then
Agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contrast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cause and effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maximum marks: 5

2 Drag and Drop

2. Five Parts of an Argument (10 points)

The Five Parts of an Argument move consecutively from 1 to 5. Each of the 5 long texts (on the left) is missing one of the 5 words on the right. Drag the long text and its missing word to the appropriate drop area in the argumentative process. Each drop area will hold two dragged pieces of text.

<p>The reader asks, "How do you know?" / You answer by citing your _____.</p>	<p>The reader asks, "What makes you think that your reasoning is good?" / You answer by stating _____.</p>	<p>The reader asks, "Why do you think that?" / You answer by giving your _____.</p>	<p>Acknowledgement/Response</p>	
<p>The reader asks, "What other claims could be made?" / You answer by offering _____.</p>			<p>Evidence</p>	<p>Warrants</p>
		<p>The reader asks, "What do you think?" / You answer by making a _____.</p>	<p>Reasons</p>	<p>Claim</p>
<div style="background-color: #cccccc; height: 70px; width: 100%;"></div>	<div style="background-color: #cccccc; height: 70px; width: 100%;"></div>	<div style="background-color: #cccccc; height: 70px; width: 100%;"></div>	<div style="background-color: #cccccc; height: 70px; width: 100%;"></div>	<div style="background-color: #cccccc; height: 70px; width: 100%;"></div>

Maximum marks: 10

3 True/False

Mark each question as True or False. (5 points)

You should use bullet points in the MLA Works Cited or Bibliography.

- True
- False

Using contractions is good practice in academic writing.

- True
- False

The difference between paraphrasing and summarizing is length.

- True
- False

Pointing words point forward to a subject to come.

- True
- False

There are three ways to respond to any idea in academic argument: agree, disagree, or both.

- True
- False

Maximum marks: 5

4 Fill in the Blanks

1.

An excellent thesis statement has three parts. Write the correct parts of a thesis statement in the boxes provided. (3 points)

An excellent thesis statement contains a single , an ,
and a .

2.

The best thesis statements can be called strong, while poor thesis statements can be called weak. Write either "strong" or "weak" after the thesis statements provided. (2 points)

A.

I believe Ralph Waldo Emerson's religious views affected his writing.

B.

In William Blake's poem, "London," the author exposes the devastating effects of industrialization on the city's workers, children and families.

Maximum marks: 5

5 Short answer

1.

Imagine you are writing an essay on healthcare and discussing whether it should be considered a "right" or a "privilege." (3 points)

You want to use the following quote in your essay:

"I think it's probably more of a privilege. Do you consider food a right? Do you consider clothing a right? Do you consider shelter a right? What we have as rights is life, liberty, and the pursuit of happiness. Past that point, we have the right to freedom. Past that point everything else is a limited resource that we have to use our opportunities given to us to afford those things." (Ron Johnson, Republican Senator from Wisconsin, USA, 29 September 2017.)

Using the material above, make a quotation sandwich for your essay. (3 points)

2.

Summarizing material from sources is an important skill in academic writing. Read the quote provided from David Zincenko and summarize what Zincenko says for a fictional essay you are writing. Make sure you make an in-text citation and then make a correct bibliography of the source. (7 points)

Author: David Zincenko

Title of Book: They Say / I Say

Publisher: W.W. Norton and Company

Year: 2018












Editors: Gerald Graff and Cathy Birkenstein

Title of essay: Don't Blame the Eater

Zincenko Quote:

Before 1994, diabetes in children was generally caused by a genetic disorder - only about 5 percent of childhood cases were obesity-related, or Type 2, diabetes. Today, according to the National Institutes of Health, Type 2 diabetes accounts for at least 30 percent of all new childhood cases of diabetes in this country.

Please enter your answers to both questions 1 and 2 here

Format - | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  | 

Words: 0

Maximum marks: 10

6 Identification

Read the following paragraph, then pick out the transitions as well as the pointing words, and write them in the spaces provided (in the order they appear in the text). There are 10 in all. (10 points)

Because language plays such an important role in teaching, Bellack and her colleagues chose to examine in some detail the "language game" in the classroom. They contended that teaching is similar to most games in at least two respects. It is a form of social activity in which the players (teachers and students) fill different but complementary roles. Furthermore, teaching is governed by certain ground rules that guide the actions or moves made by the participants. By studying the language game, then, Bellack et al. intended to identify the various types of verbal moves made by teachers and students and the rules they followed in making these moves. As a result, they could investigate the functions these verbal moves served and examine the meanings that were being communicated.

Write all 10 Transitions or Pointing Words here. Make sure you identify which are Transitions and which are Pointing Words. (T) should indicate Transitions and (PW) should indicate Pointing Words.

Maximum marks: 10

7 Short Answer, Thesis Statements

Using the weak thesis statements provided, add your own words and ideas in order to craft strong thesis statements that meet all the requirements of the SAP formula. Remember: you can make things up to strengthen these thesis statements. You do not have to be an expert in marketing, for example, to strengthen the thesis. (5 points)

1.

The internet is filled with tremendous marketing potential and companies should exploit it.

Write your thesis statement here

2.

This paper will analyze Henrik Ibsen's play "Peer Gynt."

Write your thesis statement here

Maximum marks: 5














8 Essay

Using the Judy Brady essay provided, write a short argumentative essay on the topic below (50 points).

REMEMBER: this assignment assumes you know all the parts of a short argumentative essay, and how to develop them; this includes in-text citations (quotation sandwiches) and a bibliography.

In the essay "I Want a Wife," Judy Brady crafts a sardonic view of the role of a "wife" in 1970s America. Her categorizing and listing of what a wife does using cutting humor and sarcasm creates an uncomfortable space for the reader. The expectations placed on a "wife" seem to be quite outrageous. Read the essay and then write a short argumentative essay arguing why the essay makes us feel so uncomfortable. Do you agree with its claims? Disagree? Remember, this should not be a report about what Brady says; it should be your own argument responding to her work.

Write your essay here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  |  |  | 

Words: 0

Maximum marks: 50

Question 8
Attached



Judy Brady (b. 1937) was born in San Francisco and attended the University of Iowa, graduating with a B.A. in 1962. A feminist and political activist, she edited *Women and Cancer* (1990) and 1 in 3: *Women with Cancer Confront an Epidemic* (1991). Her essays and articles have appeared in *Greenpeace magazine* and in *The Women's Review of Books*. Her best known essay is "I Want a Wife."

Judy Brady I Want a Wife

"I Want a Wife" first appeared in the feminist magazine *Ms.*, in its preview issue in 1972, under the name Judy Sylefs, Brady's married name. The essay was twice reprinted in the magazine, in 1979 and in 1990. And it has been a popular and frequently anthologized piece for three decades.

A large part of the essay's appeal and power derives from its wit and irony. Part derives from its humor and part from its style, particularly its use of repetition. But its biggest draw for many readers is the truths it tells in characterizing the endless work of a wife as she provides every imaginable service for her husband and children.

Brady makes effective use of stereotype and convention as well, as she highlights the expectations society held about wives until the advent of feminism. In treating these societal conventions regarding a wife as a matter of course, as unexamined assumptions about what is expected of a wife, Brady brings the reader to the point where it is hard to disagree with her concluding sentence: "My God, who *wouldn't* want a wife?"

I belong to that classification of people known as wives. I am a Wife. And, not altogether incidentally, I am a mother.

Not too long ago a male friend of mine appeared on the scene fresh from a recent divorce. He had one child, who is, of course, with his ex-wife. He is obviously looking for another wife. As I thought about him while I was ironing one evening, it suddenly occurred to me that I, too, would like to have a wife. Why do I want a wife?

I would like to go back to school so that I can become economically independent, support myself, and, if need be, support those dependent upon me. I want a wife who will work and send me to school. And while I am going to school I want a wife to take care of my children. I want a wife to keep track of the children's doctor and dentist appointments. And to keep track of mine, too. I want a wife to make sure my children eat properly and are kept clean. I want a wife who will wash the chil-

drren's clothes and keep them mended. I want a wife who is a good nurturant attendant to my children, who arranges for their schooling, makes sure that they have an adequate social life with their peers, takes them to the park, the zoo, etc. I want a wife who takes care of the children when they are sick, a wife who arranges to be around when the children need special care, because, of course, I cannot miss classes at school. My wife must arrange to lose time at work and not lose the job. It may mean a small cut in my wife's income from time to time, but I guess I can tolerate that. Needless to say, my wife will arrange and pay for the care of the children while my wife is working.

I want a wife who will take care of *my* physical needs. I want a wife who will keep my house clean. A wife who will pick up after me. I want a wife who will keep my clothes clean, ironed, mended, replaced when need be, and who will see to it that my personal things are kept in their proper place so that I can find what I need the minute I need it. I want a wife who cooks the meals, a wife who is a *good* cook. I want a wife who will plan the menus, do the necessary grocery shopping, prepare the meals, serve them pleasantly, and then do the cleaning up while I do my studying. I want a wife who will care for me when I am sick and sympathize with my pain and loss of time from school. I want a wife to go along when our family takes a vacation so that someone can continue to care for me and my children when I need a rest and change of scene.

I want a wife who will not bother me with rambling complaints about a wife's duties. But I want a wife who will listen to me when I feel the need to explain a rather difficult point I have come across⁴ in my course of studies. And I want a wife who will type my papers for me when I have written them.

I want a wife who will take care of the details of my social life. When my wife and I are invited out by my friends, I want a wife who will take care of the babysitting arrangements. When I meet people at school that I like and want to entertain, I want a wife who will have the house clean, will prepare a special meal, serve it to me and my friends, and not interrupt when I talk about the things that interest me and my friends. I want a wife who will have arranged that the children are fed and ready for bed before my guests arrive so that the children do not bother us. I want a wife who takes care of the needs of my guests so that they feel comfortable, who makes sure that they have an ashtray, that they are passed the hors d'oeuvres, that they are offered a second helping of the

food, that their wine glasses are replenished when necessary, that their coffee is served to them as they like it. And I want a wife who knows that sometimes I need a night out by myself.

I want a wife who is sensitive to my sexual needs, a wife who makes love passionately and eagerly when I feel like it, a wife who makes sure that I am satisfied. And, of course, I want a wife who will not demand sexual attention when I am not in the mood for it. I want a wife who assumes the complete responsibility for birth control, because I do not want more children. I want a wife who will remain sexually faithful to me so that I do not have to clutter up my intellectual life with jealousies. And I want a wife who understands that *my* sexual needs may entail more than strict adherence to monogamy. I must, after all, be able to relate to people as fully as possible.

If, by chance, I find another person more suitable as a wife than the wife I already have, I want the liberty to replace my present wife with another one. Naturally, I will expect a fresh, new life; my wife will take the children and be solely responsible for them so that I am left free.

When I am through with school and have a job, I want my wife to quit working and remain at home so that my wife can more fully and completely take care of a wife's duties.

My God, who *wouldn't* want a wife?

Possibilities for Writing

1. How does Brady define what it means to be a "wife"? How does she organize the many services a wife provides her husband and family? What do you think of Brady's characterization of a wife and her responsibilities? How do you think she wants her readers to respond to this characterization? Why?
2. Write a letter to Brady responding to "I Want a Wife." Let her know what you admire or don't admire about the essay and the extent to which you consider it effective and/or persuasive.
3. Write your own piece entitled "I Want a/an X." You can use Brady's essay as a model, and in the process, imitate some of her stylistic techniques. Or, alternatively, write an essay about the role of a "wife" in the early twenty-first century, explaining how a wife's responsibilities complement and are complemented by those of a spouse.