**Rhetoric and Writing Studies**

**PhD Program**

**Qualifying Examination**

**August 3-6, 2015**

**To: Lizbett Tinoco and Gina Lawrence**

**From: Kate Mangelsdorf & RWS Faculty**

**Below are the instructions and questions for your qualifying exam. Please return your exams to Mitzel Garcia (maveytia@utep.edu) at or before 8:00 am on Thursday, August 6.**

**The RWS Committee evaluates the exams anonymously. Before sending the exams to the committee, Mitzel will delete your names and give you identification numbers.**

**Following is information regarding the required format of the examination, assessment criteria for the examination, examination grades, and, finally, the examination questions.**

**Format of the Examination**

**Follow these directions to format your examination:**

* **Do not exceed a *total* of 32 double-spaced pages, not counting a Works Cited or References page for each response. You may use MLA or APA citation format.**
* **Use the font Times New Roman, 12 point.**
* **Use one-inch margins.**
* **Number your responses with the course number (suggested heading: Question #1, ENGL 6310, page # x); at the beginning of your response, write the question, single-spaced, to which you are responding at the beginning to your response.**
* **Include a Works Cited page after each individual response (in other words, *don’*t combine the Works Cited pages and put them at the end of the exam).**
* **Send each response to Mitzel in a separate word file that is clearly labeled by course number.**

**Assessment Criteria for the Examination**

**In your examination responses, we expect that you will do the following:**

* Present succinct and insightful analyses of the readings, including the major assumptions and rhetorical stances of the authors;
* Situate the readings within broader theoretical, pedagogical, and/or historical contexts;
* Reflect critically upon the arguments, contexts, and line of inquiry in the readings;
* Develop your own arguments from these reflections; and
* Write your responses clearly and concisely.

**Grading of the Examination**

The grade range for examinations includes high pass, pass, low pass, and retake. While examination scores do not appear on students’ transcripts, each score has specific consequences. Explanations and consequences of each grade are as follows:

* High Pass. Students successfully completed *all* five sections of the examination on their first attempt.
* Pass. Students successfully completed four of the five sections of the examination on their first attempt. Students have one opportunity to re-write, within two to three weeks, the section not successfully completed. The re-write needs to be assessed as satisfactory by the assessment committee.
* Low Pass. Students successfully completed three of the five sections of the examination on their first attempt. Students have one opportunity to re-write, within two to three weeks, the sections not successfully completed. The re-write needs to be assessed as satisfactory by the assessment committee.
* Retake. Students who completed two or fewer of the five sections successfully on their first attempt will re-take the examination in the subsequent semester. If they do not pass the exam on the second attempt, they will not be allowed to proceed in the program.
* **All five portions of the exam need to be completed when the exam is given. If one or more questions are not answered, the exam will receive a failing grade.**

**ENGL 6310: Rhetorical History I**

n *Rhetoric Before and Beyond the Greeks*, Roberta Binkley writes that “(w)orking with the rhetoric of cultures outside the traditional rhetorical canon, particularly cultures more ancient than the Greeks, while it increase the complexity of the research, it also illuminates the particular embeddedness that shapes and formulates the eurocentric tradition of rhetoric…” (p. 47).

Discuss in detail how \_\_\_\_\_\_\_(insert *one* of the topics listed below) complicates and/or expands our notions of Western rhetoric. Frame your response as an argument that includes (a) the major contributions of the rhetoric of this culture and (b) why it is important to study this material. Your response should include at least two Greek or Roman figures and draw on the readings used in class for your chosen topic. Though you may bring in other readings as support for your argument, please base your answers primarily on the texts we studied in the class.

a.     Arabic Rhetoric

b.     Rhetoric of the New World

 c.    Mesopotamian Rhetoric

**ENGL 6311: Rhetorical History II: Rhetoric Since the Renaissance**

Using three to four theorists from the course reading list, explain the development and/or significance of a particular concept or theme in the history of rhetoric since the renaissance (e.g., rhetoric, invention, epistemology, truth, disciplinarity, audience, civic participation, metaphor, rhetoric in education, writing pedagogy.) Note that this list is not exhaustive; you may choose to focus on a concept not listed here.

Make sure your response does the following:

·      Includes your rationale for choosing this particular group of theorists;

·      Puts the theorists in conversation with one another to highlight gaps, contributions, relationships, etc.; and

·      Makes explicit the major insights resulting from putting these theorists in conversation (impacts on the history of rhetoric or related to key issues in RWS today).

**ENGL 6319: Composition Studies**

Choose either of the questions below upon which to base your essay response. Use only readings we covered in the course.

1. This essay response is based on what is called in the field as the Lauer/Berthoff debate. Using only the primary articles we read, analyze Lauer and Berthoff’s exchanges using stasis theory. (Before, you begin, determine all of the issues [explicit and implicit] involved in the exchange.)
2. Based upon our reading regarding subjectivity/identity, trace the theories of this issue across Althusser, Foucault, and one other theorist of your choice (use only course readings). How are these theories similar and dissimilar? What would the theory of each mean for us in RWS and for students?

**ENGL 6320: Advanced Critical Theory**

On page xii of *Bootstraps* Victor Villanueva writes, “language is also race in America.” The same can be said about language and race on a global level. Discuss in detail one of the terms listed below in relation to issues of **language *and* race.** Use at least three figurehead scholars from the course. Though you may refer to other readings or scholars as support for your argument, base your answers primarily on the texts we studied in the class.

Cover the meaning(s) of the term as well as its strategic uses. Throughout your response, you should be making an argument that demonstrates that the concept under discussion opens up important areas of knowledge and inquiry for the RWS field.

a) whiteness

b) capital

**ENGL 6321: Rhetoric & Technology**

Please choose one question for your response. While you are welcome to bring in additional sources, your responses should be largely based on scholarship for the course.

**Question 1:** Writing studies is experiencing a shift in the concept of what it means to be literate. Drawing upon the scholarship from class, describe this shift.

Consider the following questions in your response:

·      What is causing it?

·      Where is it happening?

·      What does it look like?

·      What does it mean to be literate?

·      In what ways has this movement altered (or not) the study of rhetoric and/or the teaching of writing?

·      What rhetorical/theoretical/pedagogical themes or trends have been emerging from this movement?

**Question 2:**

The evolution of technology influences rhetoric and rhetoric studies in a number of significant ways. Select one or two (if two, they should be interrelated) canons of rhetoric from the list below and discuss how we’ve seen their concept/role/practice shift and how writing and rhetoric instruction has changed (or not) along with it.

•   Invention

•   Arrangement

•   Style

•   Memory

•   Delivery