**Rhetoric and Writing Studies**

**PhD Program**

**Qualifying Examination**

**August 5-8, 2016**

**Exam for Jennifer Falcon, Brenda Gallardo, Terry McEneny, Margarita Medina, Heather Smith, Sabrina Vargas-Ortiz, and Jasmine Villa**

**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 Monday, August 8.**

**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 or Reference 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 of your five responses 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.

* 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.**

**RWS 6310: Rhetorical History I**

In *Rhetoric Before and Beyond the Greeks*, Roberta Binkley states that working with cultures more ancient than the Greeks ..."illuminates the particular embeddedness that shapes and formulates the eurocentric tradition of rhetoric…” (p. 47). Choose a particular non-Western ancient rhetorical tradition (or weekly theme from the course) and consider the influence of a eurocentric rhetorical history. Frame your response as an argument that includes: a.) the major contributions of this ancient tradition and b.) how the Greek lens oversimplifies (or in some cases discredits) this tradition. As part of “b.” you must address Aristotle's definition of rhetoric as *techne*. 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.

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

Discuss the impact of the work of three authors from the History II course reading list on the “rhetorical landscape” (Royster, 2003). You may focus your argument on rhetoric itself or on a related aspect, including but not limited to agency, audience, invention, pedagogy, access, epistemology, and silence. Remember to make explicit (1) your rationale for grouping the three authors, and (2) the significance of their work in their respective contexts and as it continues to be influential in the discipline today.

**RWS 6319: Composition Studies**

Choose one of the following:

1. Write a trace on one of these issues: rhetorical situation, subjectivity/identity, or audience. Use three theorists and only use readings from the course.

OR

2. 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.)

**RWS 6320: Advanced Critical Theory**

Discuss in detail **one** of the terms listed below in relation to issues of **language *and* race.** Use at least three scholars from the course, and 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 inquiry for the RWS field.

a) construction of the Other

b) standard language ideology

**RWS 6321: Rhetoric & Technology**

Please choose either question below. While you are welcome to bring in an additional source, your responses should be largely based on scholarship from the course.

**Question 1:** Much of the scholarship on rhetoric and technology addresses shifting notions of literacy and what it means to be literate. Drawing upon 4-5 scholars from the course, focus your discussion on two of the following.

o   Cultural implications

o   How we teach

o   Correlation to WPA Outcomes 3.0

o   How we communicate

o   How we engage in scholarship

**Question 2:** Several scholars in the course readings discussed how although the conceptualization and practice of literacy is shifting toward increasingly virtual realms, the roles and actions of the body remain significant, if not central. Draw on 4-5 scholars to discuss the role/function of our physical selves in relation to digital writing/humanities.