

ENG 2010 Exam #1

eng 2010 / autumn 2017 / ohio university / chang



You will have three take-home exam opportunities, which will consist of short answer and essay questions. Exams will be due (approximately) at the end of Week 5, Week 10, and Week 10. You must complete two of the three exams. Exams will be cumulative and based on the class readings, quizzes, and Blackboard and class discussions.

Guidelines and Due Dates

The exam will consist of two short but analytical essays. Each essay will present you with a selection of quotes and ask you to apply your critical, analytical, and close reading skills to one of your choice. For each part, for each set of quotations:

- Select **one** of the passages and articulate its significance, its connection to the whole of the text, and finally how does the quote engage your understanding of fiction and/or nonfiction.
- Connect the significance of the passage to **one** or **two** features of **fiction** or **nonfiction** that we have covered in class that helps you understand, close read, and analyze a key idea or argument of the passage.
- Your analysis must put your selected quote into conversation with at least one (or two) other places in the text (of your choosing). In other words, the selection is a jumping off point requiring further contextualization, connection, and explication.
- You may draw on the secondary readings to support your claims as well as incorporate additional research (no more than two recent, scholarly sources) if you find them helpful.
- Finally, your essay must do more than simply describe or summarize your text or respond generically, personally, thematically.

Outstanding essays have a clear claim, use and integrate evidence effectively and selectively, and engage one or two of the main lines of inquiry for the course. Outstanding essays do more than point to examples or similarities between quotes or texts. Outstanding essays use close reading to make an argument and use close reading to show how the course concepts illuminate the overall text.

Part I: Maya Angelou, *I Know Why the Caged Bird Sings*

In 2-3 pages, pick one of the following passages and write a close reading analysis of the quote. Potential claims might engage how the text confronts or challenges race and racism, explores gender norms or sexuality, or how the text invites features of *fiction* to highlight a critical theme.

1. If growing up is painful for the Southern Black girl, being aware of her displacement is the rust on the razor that threatens her throat.
It is an unnecessary insult. (6)
2. Champion of the world. A Black boy. Some Black mother's son. He was the strongest man in the world. People drank Coca-Colas like ambrosia and ate candy bars like Christmas. Some of the men went behind the Store and poured white lightning in their soft-drink bottles, and a few of the bigger boys followed them. Those who were not chased away came back blowing their breath in front of themselves like proud smokers.
It would take an hour or more before the people would leave the Store and head for home. Those who lived too far had made arrangements to stay in town. It wouldn't do for a Black man and his family to be caught on a lonely country road on a night when Joe Louis had proved that we were the strongest people in the world. (133-135)

3. It was awful to be Negro and have no control over my life. It was brutal to be young and already trained to sit quietly and listen to charges brought against my color with no chances of defense. We should all be dead. I thought I should like to see us all dead, one on top of the other. A pyramid of flesh with the whitefolks at the bottom, as the borad base, then the Indians with their silly tomahawks and teepees and wigwams and treaties, the Negroes with their mops and recipes and cotton sacks and spirituals sticking out of their mouths. The Dutch children should all stumble in their wooden shoes and break their necks. The French should choke to death on the Lousiana Purchase (1803) while silkworms ate all the Chinese with their stupid pigtails. As a species, we were an abomination. All of us. (178)
4. I preferred, much preferred, my version. (191)
5. I would learn to, in her words, “occupy space.” (214)

Part II: James Tiptree, Jr., *The Girl Who Was Plugged In*

In 2-3 pages, pick one of the following passages and write a close reading analysis of the quote. Potential claims might engage how the text confronts or challenges norms about gender or beauty, how the text uses the narrator or literary allusions to highlight a critical reading, or how text uses the conventions of science fiction.

1. Listen, zombie. Believe me. What I could tell you -you with your silly hands leaking sweat on your growth-stocks portfolio. One-ten lousy hacks of AT&T on twenty-point margin and you think you're Evel Knievel. AT&T?—You doubleknit dummy, how I'd love to show you something. Look, dead daddy, I'd say. See for instance that rotten girl? (1)
2. And here is our girl, looking—
If possible, worse than before. (You thought this was Cinderella transistorized?) (8)
3. Except it's really P. Burke five thousand miles away who loves Paul. P. Burke the monster down in a dungeon, smelling of electrode-paste. A caricature of a woman burning, melting, obsessed with true love. Trying over twenty-double-thousand miles of hard vaccuum to reach her beloved through girl-flesh numbed by an invisible film. Feeling his arms around the body he thinks is hers, fighting through shadows ato give herself to him. Trying to taste and smell him through beautiful dead nostrils, to love him back with a body that goes dead in the heart of the fire. (37)
4. Of waldo-bodies and objects like P. Burke he has heard nothing.
So it never crosses his mind as he looks down at his violated bird, sick with fury and love, that he isn't holding *all* of her. Do you need to be told the mad resolve jelling in him now?
To free Delphi. (45)

Guidelines and Due Dates

- Format:** Formal, academic paper for an audience of your class
Use 12-point Times New Roman, 1” margins, standard double-spacing, name block, page numbers, use subheadings to title each essay/section, single-sided print, stapled neatly
MLA or APA citations and bibliography
- Due:** Tuesday, October 3, at the start of class, hardcopy **and** uploaded to Blackboard