

Name _____ Date _____

UNST 121G: Forbidden Knowledge Take-Home Exam
Fall 2005

Can you hardly think of a better way to start a class than with a test???!!! Well, have no fear: this is not *really* a test. The purpose of this “exam” is to – how can I put this politely? – urge, encourage, strongly suggest (i.e., force) you to read the Welcome Packet (syllabus and related materials) and learn about how to use them as a resource.

Of course, your first question may be, “Will I actually be *graded* on this exam?” And the answer is, “Yes – in that you will receive points for having done it.” Your not doing this exam will suggest to me that either you haven’t read the Welcome Packet or don’t want to read it or don’t want to be in this class – none of which are very good indicators that you should actually be here.

Well, enough chit-chat. Let’s begin, shall we?

To answer these questions, you will need the entire Welcome Packet, which consists of the following materials (most of these are handed out on the first day):

- ❑ [Syllabus-Part I: Policies and Procedures](#)
- ❑ [Syllabus-Part II: Lecture, Reading, and Assignment Schedule](#)
- ❑ [Sample MLA Paper](#)
- ❑ [List of Community and Campus Resources](#)

All can be found online by following the links from our [Class Home Page](#) at <http://www.marthabianco.com/Courses/FK/WelcomePacket.htm>). You may do best by sitting at a computer with Internet access, with the printed version of this exam, and the materials handed out in class. Just begin at the [Class Home Page](#) and navigate through that and the printed versions to answer the questions below. Circle the best answer to each question.

1. Where and when is this exam due?
 - a. By the end of next week, in your office
 - b. In mentor session later today
 - c. Thursday, Sept. 29, at the beginning of class
 - d. The syllabus does not say
2. Where is my office?
 - a. Third floor, Urban Center Building
 - b. First floor, Cramer Hall
 - c. You have no formal office
 - d. The syllabus does not say
3. This term, as a case study of a type of forbidden knowledge, we will be learning about:
 - a. Pornography and censorship
 - b. Iran
 - c. Plagiarism
 - d. The syllabus does not say

4. Which of the following statements is *not true* regarding the syllabus for this class?
 - a. The syllabus is subject to change
 - b. An up-to-date syllabus can always be found online
 - c. Students should refrain from asking questions about the syllabus and try to figure things out for themselves
 - d. It is recommended that students bookmark the online version of the syllabus and refer to it frequently
5. Which of the following statements is *not true* regarding the texts for this class?
 - a. All of the texts are required
 - b. Any version of the *Hodges' Harbrace Handbook* and *Seeing Through Statistics* is acceptable
 - c. Three of the books purchased this term will be used throughout the entire year
 - d. In winter and spring, students will have to purchase one or two relatively inexpensive books in addition to those for this term
6. Which statement is the *not true* with respect to the lecture guides?
 - a. Lecture guides will be handed out every session; it is the student's responsibility to use them
 - b. After the first session, it is the student's responsibility to download, print, and use lecture guides
 - c. Lecture guides provide optional, supplemental material that enhances the lecture
 - d. Lecture guides can be found online at <http://www.marthabianco.com/Courses/FK/fkguides.html>
7. Which statement is *not true* about other required materials for this class?
 - a. Students must purchase three pocket folders, ready for labeling in Thursday's mentor session
 - b. A removable data storage device, such as a CD-R or thumb drive, is strongly recommended, but not required
 - c. Subscription to the class e-mail list, on Yahoo Groups
 - d. Access to Windows Media Player, as well as RealPlayer or other media player
8. Which are the four formal "University Studies Goals" that this class will address?
 - a. Critical thinking, ethics, social justice, and diversity
 - b. Critical thinking, ethics and social justice, diversity, and writing and quantitative literacy
 - c. Critical thinking, writing, quantitative literacy, and technological literacy
 - d. Personal growth, presentation techniques, community-based learning, and group work
9. How many hours are you expected to study for this class?
 - a. At least 10 hours per week
 - b. At least 2 hours per week
 - c. At least 2 hours per day, seven days a week
 - d. At least one hour per night
10. What is the best way to archive (save) your work in this class?
 - a. In a sturdy three-ring binder
 - b. In the pocket folders
 - c. On a computer that is backed up frequently
 - d. On a computer that is backed up frequently *and* on a removable digital storage device

11. How are you expected to demonstrate your grasp of the subject matter and goal skills?
 - a. Primarily through frequent pop quizzes and exams
 - b. Primarily through assignments
 - c. Mostly through class discussion and participation
 - d. Through assignments, class discussion, and participation
12. What may occur if students do not demonstrate adequate progress in the subject matter and goal areas for this class?
 - a. Exams and/or pop quizzes
 - b. Oral exams in front of a board of seniors
 - c. Expulsion from the university
 - d. Twenty pushups
13. Which of the following is *not true* regarding the Short Write exercises?
 - a. They are worth 100 points each
 - b. Their primary purpose is for *practicing* the art and technique of writing
 - c. There will be five of them this term
 - d. The first one is due next Tuesday
14. Which of the following writing styles is least appropriate for a SECRET?
 - a. Analytical or argumentative
 - b. Expressive or opinionated
 - c. Narrative or descriptive
 - d. Critical or research oriented
15. Which of the following is *not true* regarding assignments?
 - a. Instructions for assignments will be presented in class and/or in mentor session
 - b. Due dates will appear on the Schedule version of the syllabus
 - c. Types of and due dates for assignments are firmly fixed and are unlikely to change
 - d. Detailed information about assignments can be found at <http://www.marthabianco.com/Courses/Cities/Assign/default.htm>
16. Why is there not very much information regarding this class's Community-Based Learning (CBL) project?
 - a. The CBL project won't even begin until next term
 - b. The professor is probably waiting for clearance from the CBL Project Administrators
 - c. The CBL project is a team project that will involve decision making on the part of the students, the mentor, and the professor
 - d. The syllabus does not say
17. Which of the following is *not true* about the RAIDs (Read-And-Initiate-Discussion)?
 - a. Discussion sheets must be typed and include MLA-style citations
 - b. *All* students should be prepared to respond to *all* the reading questions, even though only four students will be chosen to lead discussions on only one question each
 - c. Practicing your response out loud before the RAID takes place is generally a waste of time, because it is much more interesting if students are spontaneous and naturalistic
 - d. There will be at least one practice session for everyone to learn how to do the RAIDs

18. According to the University Studies Goals Rubric for Quantitative Literacy, which of the following is *not* a reasonable expectation of university students?
- The ability to understand statistical significance
 - The ability to design and execute a psychological or social experiment, including randomization
 - An understanding of the difference between causality and correlation
 - The ability to use and interpret descriptive statistics
19. Which of the following statements is *true*?
- Students must write one research paper per term
 - Students must progress incrementally toward a final research paper by the end of spring term, receiving assistance and guidance from the professor, mentor, and peers
 - Students must be able to write a perfect research paper by the end of spring term, with no assistance from the professor or mentor
 - Students who have never written a research paper before should probably drop this class
20. Which of the following is *not* a reason students will create a web page this term?
- To learn the basics of web design
 - To learn the basics of e-portfolio design
 - To learn graphic design and manipulation of digital images
 - To learn how to present personal reflections in a new medium (the web)
21. Mentor sessions are:
- Optional, for students who need extra assistance
 - Mandatory small-group meetings, facilitated by a peer mentor, in which students learn special skills and discuss class content
 - Useful for students who do not have enough time to study outside of class
 - Meant to allow students to get caught up with e-mail, do any online work, and take care of printing needs
22. According to this class's attendance policy:
- Students may have up to three absences without any impact on their grade
 - Students will be docked points only once they are more than 15 minutes late
 - Under no circumstances will absences or late arrivals be excused
 - After the first three unexcused absences, student penalties double from a loss of two percentage points per absence to a loss of four percentage points per absence
23. Which of the following is *not* required for *all* papers turned in for this class?
- Double-spacing
 - 1-inch margins all the way around
 - Page numbers on all pages except the cover page, if used
 - Any readable font, as long as it is 12-point in size

24. Students who are going to be absent or late for either class session or mentor session should do what?
- Contact the professor as soon as possible (preferably before the tardiness or absence) to explain the situation, see if the absence or tardiness is excusable, check e-mail and the syllabus, and inquire about a make-up mentor session
 - Not even bother to show up, since being late is the same as being absent
 - Take responsibility for their issues on their own and get caught up as soon as they can; this is, after all, college
 - Ask the professor for notes or information on anything they might have missed, so that they don't fall behind
25. What is probably the most important resource for writers in this class?
- The Internet
 - The Writing Checklist at <http://www.marthabianco.com/Courses/Cities/checklist.htm>
 - An MLA Style Guide
 - The Library
26. Which of the following statements is *the least true* in this particular class?
- Most students – even “A” students – find college much more difficult than high school and may even find themselves receiving grades two full levels below what they are used to (e.g., from an A to a C)
 - Most students will experience stress, depression, fatigue, home sickness, illness, anxiety, and changes in appetite and weight at some point during their college career
 - College is a time of growth and maturity, when students should learn to handle their problems on their own. It is not this professor's job to help students; there are professional resources instead – learn to use those rather than ask for help
 - Unlike what many students experience in high school, college places less value on personal opinion and more value on empirically supported facts; debates stemming from undocumented opinions are not likely to be welcome
27. With respect to this class, what is the likely meaning behind the quote attributed to the French philosopher, Voltaire, “I disapprove of what you say, but I will defend to the death your right to say it”?
- In a democratic and free society, it is in everyone's self-interest to be tolerant of other people's opinions, even to the point of defending their right to hold opinions different from their own
 - If we disagree with or disapprove of other people's opinions, we should fight them – even to the death – in order to ensure that our own opinions are not squashed
 - In a public university, it is essential that people learn to accept and agree with opinions and lifestyles that differ from their own, because to do otherwise would be the same as advocating death of free speech
 - In today's society, it is more important than ever for diversity to be celebrated, even if that means agreeing with and accepting ideas, values, and lifestyles different from your own

28. Suppose our class will be watching a documentary about transvestites and transgendering individuals and how they form communities with one another. The film, being a documentary, has no rating, but you are told in advance that there will be language and behavior that some might find offensive. Suppose that some students' religions view transvestites and transgendering individuals the same as they view homosexuals and that those students feel that their church authorities would consider the students to be violating their religious dictates if they viewed such a film. What do you understand the policy in this class to be, in such a case?
- As members of a learning community, at a public university, all students should be expected to view films and read materials that might be offensive to them, regardless of their own personal religious beliefs.
 - College students are expected to learn about and be tolerant of beliefs and attitudes that conflict with their own and should approach such materials as social scientists; their religious beliefs have no place in the classroom.
 - Students whose religions may place prohibitions on the viewing or reading of certain kinds of materials should discuss their situation with the professor and will be excused accordingly.
 - Religions that place prohibitions on certain types of knowledge or behavior only encourage close-mindedness and do not contribute to a student's intellectual growth.
29. Now suppose that our class is watching a film about white supremacists and the Ku Klux Klan. The film, which is not a documentary, but a regular "feature film," includes language disparaging of Jews. In the film, an actor makes a comment praising Adolph Hitler. One student, who is Jewish and whose grandparents suffered through the Holocaust, becomes visibly upset during the showing of the film, makes a loud angry comment, and rushes out of the room. What do you understand the policy in this class to be, in such a case?
- This seems like a personal issue. Although it is understandable that the student might be upset, she or he shouldn't be excused. There is bound to be much similar distressing content in college. Students need to learn how to deal with these difficult issues.
 - This seems like a political and/or moral issue. The student may be very offended by Hitler and the Holocaust, but that is no excuse for walking out on a film, especially one that is fiction (as opposed to a documentary).
 - This seems like a religious issue. The student is Jewish. The film contains inflammatory language about a religion. The student should be excused from watching the film, because of the religious connection.
 - We can't know exactly why the student got upset and ran out of the room. The student should try to discuss his or her concerns with the professor, and the professor will use her discretion to address the matter appropriately.

30. Next, we are watching a film by the controversial Michael Moore. Several students who have identified themselves as conservative Republicans approach the professor to express their opposition to viewing a film by someone they find morally and politically offensive. They say that they should not be required to watch the film and ask to be excused. What do you understand the policy in this class to be, in such a case?
- Unless the students can demonstrate that they may suffer significant emotional distress, they will not be excused from watching a film based solely on personal political or moral grounds.
 - Students have a right to refuse to read or watch anything they disagree with, and that right should be respected; the students should be excused on first amendment grounds.
 - Conservatives need to learn to open up and listen to liberal views. They might learn something for a change. For that reason, they should not be excused.
 - Michael Moore's films may profess to be "documentaries," but the reporting is so biased that the films shouldn't be shown in college in the first place. These students have a right to read and view only well-balanced, well-researched materials.
31. According to Portland State's Student Code of Conduct, which of the following is *not* a violation of both the Student Code and Oregon Statute?
- A 21-year-old senior male and a 21-year-old senior female are at a party together. They both get very drunk. The male asks the female to have sex, and the female says, "Whatever; sure," so the male proceeds with sexual contact.
 - A conservative white male makes disparaging remarks about lesbians in a class session on feminism. There are two lesbians in the class who feel the male was essentially insulting them in public. Although the male never makes another remark, the women feel he needs to be taught a lesson about how it feels to be discriminated against. They start a campaign of sending him and his friends daily e-mail messages stating that "homophobes better watch their backs."
 - A 19-year-old female student finds her male mentor quite attractive and starts to develop a crush on him. One day, at the end of mentor session, she decides to ask him if he would like to go out on a date. The mentor agrees. They go out on the date. After the date, the mentor decides he doesn't want to continue to date the student because he feels it is inappropriate at this time, indicating that perhaps they could resume once they are no longer in the student-mentor relationship. The student is disappointed and says, "Oh, come on! It'll be okay." The mentor feels a bit uncertain, but decides to go ahead and continue dating her.
 - All of the above are prohibited.
32. Imagine the following are written by a student, attempting to summarize a section from the Policies and Procedures Syllabus. Which of the following is *not* a form of plagiarism?
- The professor says she treats students individually and holistically. Basically, this means she will take into account all elements of every student's life as they related to the learning process.
 - The professor writes that she will treat all students holistically and individually . . . taking into consideration all elements of each student's life . . .
 - The professor indicates that she will "treat students individually and holistically." This means that she will take "into consideration all elements of each student's life as they may relate to the learning experience."
 - The professor says she treats students individually and holistically, taking into consideration all aspects of their life, as far as those are related to the learning experience (Bianco 2005 Syllabus, 6).