



Strathmore
UNIVERSITY

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

BACHELOR OF ARTS IN COMMUNICATION

END OF SEMESTER EXAMINATION

BAC 1206: WRITING FOR EFFECTIVE COMMUNICATION

Date: 24th March 2022

Time: 10:30 – 12:30

Instructions

1. This examination consists of **FOUR** questions.
2. Answer **Question ONE (COMPULSORY)** and any other **TWO** questions.

Question 1

(30 Marks)

Both argumentation and persuasion work to convince the reader to adopt a particular view or take an action. In a strict sense, argumentation relies on sound reasoning and logic to move the reader, while persuasion employs appeals to emotions, values, and beliefs. However, in practice, reason and logic are usually combined with appeals to emotions, values, and beliefs.

- (i) Write a 500-word essay on something you consider controversial. Make sure your opinion on this topic is clear. (15 marks)
- (ii) Explain
 - a. how you established your ethos,
 - b. what, how, and why you chose what you chose for emotional appeal,
 - c. what you have done to establish logos.(5 marks for each of the three rhetorical devices)

. Question 2

Read the passage below and answer the questions that follow.

A Matter of Geography

One of the first things I discovered when I moved to Ohio from California was that the carbonated beverages I had always called “soda” were only appropriately referred to as “pop.” However, this small difference in lingo was the least of my problems when I first arrived because I soon discovered that teenagers in Ohio were completely different from my peers in California.

My first impression was that high school students in Ohio had little sense of personal style. Standard dress for boys was a flannel shirt and jeans with sneakers or brown deck shoes. The flannel shirt was almost always from a mall store called American Eagle or from L.L. Bean catalog; the jeans wear Levis or Gap; the sneakers were Nike – always; the deck shoes were docksiders. Girls had their uniform too: blue jeans from the Gap, sweaters from The Limited, and penny loafers – I never their origin. Although my Ohio school was not as multicultural as my California school, I was still surprised to find kids of different ethnic backgrounds dressing almost identically. Blacks, whites, Hispanics,

Asians all dressed alike. In California, diversity was even more of a given than sunny skies, and individuality was prized. In stark contrast to Ohio students, California students wore an array of styles ranging from Mom's closet vintage to mall chic to cheerleader preppy. Members of different ethnic groups wore their cultural garb proudly as badges of their unique identity. Everyone was trying to stand out from the crowd, and everyone used clothing as an index to personality. Conformity in dress was, very simply, the mark of an unimaginative wimp. And no one except the athletically inclined wore sneakers. On my first day of school in Ohio, I wore a paisley print shirt, garment dyed pants, and soft black shoes. Needless to say, I did not come close to blending in. Frankly, in a typical Californian manner, I was pleased that I stood out. My Ohio counterparts, however, confided in me later that my flamboyance made me weird.

I found the weekend habits of Ohio students even more astonishing than their dress. There was not a good coffee house or bookstore bistro to be found, so I was curious to see how my new friends spent their evenings out. They shied away from informal get-togethers and film fests at home, the activities my friends and I were fond of in California. It turned out that Ohio students were fond of restaurants. My new school chums enjoyed eating dinner and dessert out, drinking coffee with cream and sugar for hours on end. It was common for Ohio students to spend the better parts of both Friday and Saturday nights at a local pancake house doing nothing but drinking coffee. Oh how I missed the California nights I spent watching rented movies like *Birdy* and *The Princess Bride* with my friends.

In California, my friends and I were engaged in a variety of activities for recreation. We would rollerblade, skateboard, surf, walk the beach, and generally exercise our bodies to stay fit and have fun. In Ohio, recreation seemed to revolve around trying to feel grown up by staying up late and partying with alcohol and drugs. My theory is that if Ohio teens engaged in more of the activities that California teens engaged in, they would be less likely to party so much.

What surprised me most was the apparent differences in intellectual attitude. In my new school, teenagers were so serious about their grades. Many people carried around little packs of flashcards, and lunch table talk was always part of a study group. I was accustomed to an academic routine of studying moderately and understanding what was being covered, but not obsessing with grades. However, in Ohio, the academic competition was intense. My friends fretted over percentage points and scowled for a week if they received a grade less than 95 percent. They overcompensated and stressed themselves out without concentrating on what they were actually learning. At first, it seemed odd to me that ninth graders focussed on their grades so strongly. Then I realised that families in this part of the country tended to view a good education, and therefore good grades, as the only unailing measure of success. In California, a solid education was also considered important, but so were life experiences, having fun, and personal growth. As a result of this difference, I found it very hard not to laugh when my classmates sobbed over a missed algebra problem or argued with a teacher to secure an extra point.

While I felt like a stranger in a strange land those first few months in Ohio, I eventually adapted and became genuinely fond of my new home and friends. We introduced each other to different ways of thinking about life, and I even started wearing a sweater every now and then. However, I still draw the line at wearing penny loafers.

Danielle Witherspoon

Questions

- (i) Explain the thesis statement in the passage. **(3 marks)**
- (ii) Identify [total 4 marks] and discuss [total 8 marks] the topic sentence in each paragraph. **(12 marks)**

Question 3

(15 Marks)

The Student Council in your university has written a complaint letter to the University administration regarding teaching and learning during the COVID-19 Pandemic period. They are dissatisfied with the quality of teaching, inadequate teaching and social facilities, oppressive rules and regulations, and unresponsive teaching staff.

Draft a response to the complaints on behalf of the Vice-Chancellor.

Question 4**(15 Marks)**

University education requires a student to undertake a variety of written tasks throughout their academic life. Using relevant examples, discuss the role of the following in the writing process.

- (a) Writer's Role (5 marks)
- (b) Purpose of writing (5 marks)
- (c) Audience (5 marks)