Exam Specifications

The exam takes place **Tuesday 13 February at 10:00** in our regular classroom. It will run 60 minutes. A practice environment with just a few example questions may be found via the Stud.IP course page.

Specification

Questions will represent a spread of weekly topics, but with an emphasis on basic and intermediate rather than advanced skills and concepts, as well as skills and concepts that have been practised or discussed in class. Questions may be presented in a mix of formats, but for the most part they will be open questions rather than multiple choice. The following indications should give you an idea of what to expect, though they may not exhaust the types of formats and questions on the exam.

Palaeography

As we have only spent a week on palaeography, you will not be asked to identify scripts. You will, however, have to be able to use and define the concepts *majuscule* and *minuscule*, *recto*, *verso*, and *folio*, and be able to employ the most common words for strokes and letter-parts (*ascender*, *descender*, *bow*, etc.). In addition, some basic palaeographical skill will be assumed in questions on scribal error and other textual phenomena: you will be presented with manuscript images and asked simply to describe what you see. In this situation, you will want to indicate (1) how many hands are at work; (2) what type of error (if any) you see, and (3) how it may be explained; and (4) what sort of an intervention any subsequent hand represents. You are expected to use terms like *eyeskip*, *dittography*, *haplography*, and *signe de revoir* as part of your answer. Also, in your explanation of what has happened you will have to transcribe a few words or phrases of Latin or Old English in order to clarify what passage you are referring to. You will **not** have to understand the language.

Textual Scholarship, Stemmatics, Collation

A lot of our readings from Roelli et al. have been on these topics; the relevant instructional videos and the weekly study questions help provide focus. You should expect a good number of questions to be on textual scholarship broadly, and all three sources (Roelli, videos, study questions) are good indicators of the sorts of questions to expect. You will thus want to be able to define and discuss such concepts as *stemma*, *archetype*, *collation*, *contamination*, *lectio difficilior*, and *indicative error*; you should be able to identify, name, and explain the most important kinds of scribal error; you should be able to explain the genealogical method, its ideology and claim to scientific rigour, as well as criticism levelled at it in the history of scholarship; but you should also be able to make inferences about the relationships of witnesses on the basis of shared or distinct errors. Rereading Roelli et al. and revisiting the videos and study questions will play an important part in exam preparation, but you may also want to look over the *Parvum lexicon stemmatologicum* for concepts and definitions.

Critical Apparatuses

You will have to be able to explain exactly how to read a critical apparatus. Come prepared to use the terms *lemma* (plural *lemmata* or *lemmas*), *bracket*, *(variant) reading*, and *siglum* (plural *sigla*) when doing so. The exam will print excerpts from apparatuses, and you will be asked to explain what you see; in response, you will want to indicate what *types* of apparatus are shown (textual, *apparatus fontium*, etc.); how many total witnesses have been collated; whether there is any information that makes clear whether the apparatus is *positive* or *negative* (and explain what this means), and to what degree a given apparatus suggests that the editor feels there should be a relationship between the apparatus and the stemma (and what kind of relationship). You may also be asked to explain a specific entry in an apparatus shown. You should accordingly come equipped with a knowledge of the most common Latin and English abbreviations found in critical apparatuses. You may be asked for your opinion on what style of textual apparatus is the most useful given certain contextual variables (witnesses, intended audience). The videos on editorial approaches and the critical apparatus will be useful in preparation for this part of the exam, as will be the list of common abbreviations.

TEI (Practical Editing Assignment)

You will want to set aside some 20 to 25 minutes for a practical assignment in which you are expected to encode variation across three witnesses in XML format with help of the TEI critical apparatus. You will do so on paper, and you will not need to reproduce a header; simply write the content of the element `<body>` into the examination environment (just start with `<p>` or `<lg>`, and don't worry about our transformation processor requiring any levels above that). The exam assignment will be no more than a few sentences in length, presented either as manuscript images (as in the Paternoster assignment, but with snippet images printed as part of the exam) or as plaintext (as in the Alcuin exercise). The practical XML assignment will be worth more points than any other single question on the seminar exam.

To prepare for this assignment, practise with the various XML apparatus exercises and assignments we have done over the course of the term.

Digital Tools, Projects, and Student Presentations

The only digital tool you are expected to read up on yourself is CollateX; the syllabus's study questions on that topic are a good indication of what you should be able to say about it on the exam.

In our session on Digital Horizons, we read sections from Roelli et al. on various digital projects and approaches. Please familiarize yourself with the concepts and approaches introduced under §6.3, and also study the general properties, advantages, and disadvantages of the software solutions presented under §6.4, as you may be asked about these.

If in-class activity involved any student presentations, you will not be asked about these directly, but there may be one open question that sums up information from a presentation and asks you to respond critically to it given what you have learned in the course of the term ("In Xiaoyi's presentation we heard X; what are the implications for Y?"), meaning you may be able to come up with a more complete or informed answer, or answer the question more rapidly, if you remember the general drift of the presentation. If you have time to spare, of course, you could even read up on the presented tools and projects themselves, but it should suffice if you recall the basics.