Exam Specifications

The exam takes place online (Stud.IP → Learning Modules) **Tuesday 20 July at 10:00**.
It will run 90 minutes including the lecture exam.
A practice environment with just a few example questions will go live well before then.

Structure

1. Lecture material (33.3% — count 30 minutes at most)
2. Seminar material (66.7% — count 60 minutes at least)

Specification

Lecture Material

Dr Wolf will have the specifics on the lecture exam. Expect there to be a mix of mandatory questions in a variety of formats (matching assignments, multiple choice, fill in the gap) alongside a number of open pool questions in which you choose to answer e.g. one of three questions given. Thus parts of the lecture exam will give you a choice as to which questions to answer, while other parts are mandatory.

Seminar Material

Seminar 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 our weekly meetings. 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. In your transcription you may romanize special characters by typing *th* for *þ* or *ð* and *ae* for *æ*, and you may use the numeral *7* for the tironian note ⁊, but this does mean you should be able to recognize these characters on sight and know how to represent them. You will **not** have to understand the language.

Please try out the mock exam to make sure the images used are not too wide for your viewport. If no one reports any issues, I will use the same image width (900px) on the final exam.

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. You will be shown images of apparatuses and asked to explain what you see; in response, you will want to indicate what *types* of apparatus are show (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 not be expected to use Oxygen or any other software; instead, you will simply type the content of the element `<body>` into the examination environment (i.e. you are not expected to produce a TEI header; just start with `<p>` or `<lg>`). You will also not transform the content,

so your only means of testing whether you have done everything correctly is to proofread your transcription. 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 shown in the examination environment) or as plaintext (as in the Alcuin exercise). The practical XML assignment will be worth more points than any other 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 study questions for session 8 are a good indication of what you should be able to say about it on the exam. Likewise the only online resource discussed in the videos is ECHOE; you will want to ensure you have understood that video, but only inasmuch as it discusses a project in terms of the concepts taught in this course; you will not be asked questions about ECHOE 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.

By term's end, we will have heard five student presentations on digital projects and resources, for which either the slides or the prerecorded videos will be made available on Stud.IP. While no question will pivot centrally on a knowledge of these presentations or the tools or projects they introduce, you should expect exactly 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 (they are hyperlinked in the Presentations handout), but it should suffice if you recall the basics.

Technical Pointers

- The exam does not permit the use of aids, and it does not permit you to be in contact with anyone while writing the exam. Accordingly, you will want to set up a reliable device with a reliable Internet connection plugged into the power grid in a private room not too far from your wireless access point (or plugged into a router for wired networking) where you are not disturbed.
- I have not registered the exam for an IDENT identification process. All the same, ensure you have your student card and a working webcam on hand just in case someone has mistakenly set it up.
- You can answer the questions in any order, using the left-hand panel to navigate. Just make sure you have answered them all before submitting.
- If you experience connectivity issues during the exam, try to do the practical XML assignment at this time, as it should take more time to complete than some of the other questions

while not requiring interim server contact. You may find the connection has improved by the time you are done with these, and can then proceed to the other questions; in fact, you should be able to complete a full router reset in the time it takes you to carry out the XML assignment.

- Keep a phone or camera at hand (and on silent) just in case you need to document any technical issues; just don't use it for any other purposes.

- The ILIAS system regularly saves your work. However, technical mishaps cannot be ruled out entirely. If your operating system allows you to do so without interrupting your work, you may want to take a screenshot every time you complete an assignment or fill up a screen. This way if your work is lost, you have proof of your work and can submit your screenshots.

- Because your work is regularly saved, your work should be safe not just once you click submit, but even if you never do. If for some reason you mistakenly start the exam a second time, don't worry: your original answers are still safe (but now you will not be able to go back and change them). I will keep an eye on the work as it is being done and will send out a message confirming my receipt of everyone's answers shortly after the last student submits theirs.