

**MID-TERM EXAMINATION, FDN 5840 Spring 2011**  
**Appalachian State University**  
Dr. Gayle M. Turner

Please answer each question with a *short* paragraph, or when appropriate, a word or phrase. The final question should be answered in approximately two pages or less (500 words or less.) You will answer six questions, five short answer with a two page (or less) essay of your choice.

Remember that while answering questions at this level of complexity may require a subjective response, your answers must nevertheless reflect the content of the course as expressed in the readings, lectures, and class discussions, both online and off. The questions are likely to require that you analyze, synthesize, and evaluate.

**Remember that you are required to *not* consult with anyone else regarding your answers to these questions *once you begin writing*. You may use only your texts and your own class notes when you write your answers.**

**Due date and time:** Sunday, March 13, at 10 PM

**Required format:** Email attachment to [gayle@gayleturner.net](mailto:gayle@gayleturner.net); Microsoft Word format.

1. In your word processing program, select File > Save as > (Choose MS Word format in the drop-down selection box) > your\_first\_name\_last\_name.doc.
2. In the subject line of the email, write “FDN 5840 Exam.”

**Short Answer** (Five questions. Answer each one. 50 points each.)

1. Why does basing school funding in part on local property tax revenues result in large differences in the amount of money available per classroom? Please give a concrete example of the math involved so I can be certain you understand the principle. (Base your answer on North Carolina’s situation).

2. Define “meritocracy”. Describe briefly the role played, for good or ill, by education in creating a meritocracy.

3. The original American IQ test promoters and researchers were also “eugenicists.” What does this mean they believed?

4. Does IQ testing indicate a child’s innate intelligence? You must refer to Binet’s perspective on this question as part of a complete answer.

5. What is the distinction between the evaluative goals of an aptitude test and those of an achievement test?

**Short Essay- Your Choice** (Answer your choice of one of the questions below with a response of *approximately 500 words*. 150 points. Please the letter that corresponds to the sub-question you chose: 7a, 7b, or 7c.)

6. a. The famous playwright George Bernard Shaw wrote, “What a man is depends on his character; but what he does, and what we think of what he does, depends on his circumstances. The characteristics that ruin a man in one class made him eminent in another.”

Think of the school in which you are currently employed, or one in which you have been employed in the past. Socio-economic status is not *intended* to be either a barrier or asset to children getting an education, yet it often is. Think of a specific student and incident with which you are familiar that you could use to illustrate Shaw’s statement. Use that incident to explain how the school reinforced existing class expectations. Then discuss how you might have acted to change the outcome for the student.

6. b. What do you believe to be the purpose of schooling in a democratic society? How, according to your analysis, does the SAT contribute to or detract from the accomplishment of this purpose?

6. c. In “The American Dream at Groton,” the story of Joe Vega’s years as a scholarship student at the Groton Academy, one of the teachers says, “Class is the dirty little secret of American life.” What does this mean? Do you agree with her characterization of American life? Why or why not?