

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Answer Key: Epistemological Forensic Lab: 12th Grade Critical Reading Quiz

Synthesize complex arguments and deconstruct high-level rhetorical biases for your next advanced seminar or AP-prep evaluation.

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**1. In her postcolonial critique, an author uses 'intentional silences' regarding a dominant culture's perspective. When applying critical reading to this text, what is the primary synthesis required of the reader?**

**Answer:** B) Constructing the missing narrative to reveal the author's underlying ideological stance.

Critical reading at an advanced level requires the synthesis of what is present and what is absent ('intentional silences') to understand the author's systemic critique.

**2. Evaluating the 'paratext' (prefaces, footnotes, and blurbs) of a 17th-century theological treatise is an essential step in determining the text's original rhetorical intent.**

**Answer:** A) True

Advanced critical reading involves analyzing the framework around the text (paratext) to understand how it was intended to be received by its contemporary audience.

**3. When a scholar identifies that a peer-reviewed article on neuroethics was funded by a specific pharmaceutical conglomerate, they are engaging in the critical reading task of identifying \_\_\_\_\_.**

**Answer:** C) Institutional bias

Institutional bias refers to how the funding or affiliation of the researchers may affect the objectivity or framing of the evidence provided.

**4. A 12th-grade student encounters a legal brief that uses archaic Latin terminology. A critical reader should prioritize which of the following to evaluate the document's validity?**

**Answer:** C) The consistency of logic between the stated premises and the final judicial conclusion.

Evaluating internal consistency and the logical progression from premise to conclusion is a hallmark of high-level critical analysis in persuasive writing.

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**5. In a comparative analysis of two manifestos, a reader notes that while both advocate for reform, one relies on 'pathos' while the other relies on 'logos.' The reader is \_\_\_\_\_ the rhetorical strategies of the texts.**

**Answer:** B) Contrastive Analyzing

The process of identifying different rhetorical appeals (pathos vs. logos) between two texts to understand their divergent methods of persuasion is contrastive analysis.

**6. Which of the following scenarios represents the highest level of 'Synthesis' in a critical reading context?**

**Answer:** C) Integrating findings from a sociological study and a historical diary to build a new theory on urban migration.

Synthesis requires combining disparate pieces of information or different genres of text to create a new, coherent understanding or argument.

**7. The concept of 'death of the author' suggests that a critical reader should ignore the author's biography and focus entirely on the text's internal mechanics and the reader's own construction of meaning.**

**Answer:** A) True

This refers to Roland Barthes' literary theory, which is a sophisticated perspective in high school critical reading that emphasizes text-based analysis over biographical intent.

**8. When reading a data-driven report, a critical reader notices that the Y-axis of a graph is truncated to exaggerate a trend. This is an example of identifying \_\_\_\_\_ in visual arguments.**

**Answer:** A) Statistical manipulation

Statistical manipulation involves presenting real data in a misleading way; recognizing this is part of evaluating evidence in critical reading.

**9. An op-ed regarding urban planning mentions 'the inevitable march of progress.' A critical reader would recognize this phrase as a(n):**

**Answer:** B) Loaded ideological assumption that requires questioning.

Critical reading involves spotting 'loaded' language or assumptions that frame an argument as natural or 'inevitable' when it is actually a specific viewpoint.

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**10. In the context of 'Socratic Interrogation' of a text, the reader's primary goal is to find the single correct answer provided by the author.**

**Answer:** B) False

Socratic questioning in critical reading is meant to expose contradictions, explore complexities, and test the validity of claims, rather than passively accepting a single answer.