**Comprehensive Oral Examination:**

The Comprehensive Oral Examination is proceeded to on the agreement of the committee that the written examination has proffered sufficient evidence of the student's readiness to sit for the Oral Exam.

Employing discussion followed by individual scoring of each rubric by each faculty member, the committee assesses the following aspects of student performance and also provides an overall assessment (all scores accumulated by the program are periodically pooled, evaluated, and presented to the literature faculty for consideration of possible improvements to the program through changes in program design):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| Sufficiently thorough grasp of the material such that an ability to move among and between texts is demonstrated in response to the committee's oral questions |  |  |  |  |
| Depth of knowledge of the history of the academic fields represented by the items on each of the fields covered by the exam lists |  |  |  |  |
| Breadth of knowledge of the way in which the fields are situated in academic conversations, past and present, in peer-reviewed journals and presses |  |  |  |  |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| Depth of knowledge of each individual text on each list |  |  |  |  |
| Breadth of knowledge of the part each text takes in defining, extending, and/or challenging the fields in which it plays a significant part |  |  |  |  |
| Ability to respond directly, cogently, and explicitly to the specific questions posed by the committee |  |  |  |  |
| Ability to move freely among texts and groups of texts in constructing on the spot analyses and arguments |  |  |  |  |
| Overall assessment of student learning |  |  |  |  |