**Dissertation Proposal**

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 though changes in program design).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| Evidence of the scholarly research already conducted by the writer |  |  |  |  |
| Evidence of knowledge of the academic conversations the dissertation intends to engage, extending back to the first appearance of the relevant scholarly discussion |  |  |  |  |
| A substantial proposed working bibliography, including the major critical and theoretical works likely to influence the dissertation |  |  |  |  |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| A clear and concise rationale for the choice of each major text the dissertation will take up |  |  |  |  |
| A discussion which delineates with precision the key arguments the dissertation proposes to make. |  |  |  |  |
| A clear statement of the original contribution the dissertation proposes to make to the relevant fields. |  |  |  |  |