**Dissertation:**

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 |
| Formal academic writing ability that compares favorably to work published in peer-reviewed journals and presses |  |  |  |  |
| Knowledge of the history of criticism and theory related to the fields of inquiry engaged by the topic of the dissertation |  |  |  |  |
| Ability to craft an analysis and argument spanning the dissertation that compares favorably to work published in peer-reviewed journals and presses |  |  |  |  |
| Scholarly work that makes an original contribution to the academic fields it engages |  |  |  |  |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| Critical and textual acumen in the treatment of both individual texts and the scholarly fields in which they are located |  |  |  |  |
| Overall assessment of student learning |  |  |  |  |