**MA Oral Examination:**

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 |
| Depth of knowledge of the work of those writers who have established and/or transformed their literary genres |  |  |  |  |
| Depth of knowledge of the work of those writers who have established and/or transformed their literary periods |  |  |  |  |
| Breadth of knowledge as to the impact the work of significant authors has had on major literary genres |  |  |  |  |
| Breadth of knowledge as to the impact the work of significant authors has had on major literary periods |  |  |  |  |
| Breadth and depth of knowledge of earlier periods (through 18th Century) |  |  |  |  |
| Breadth and depth of knowledge of later periods (19th Century forward) |  |  |  |  |
|  | Surpasses | Meets | Barely Meets | Fails to Meet |
| Ability to move cogently and convincingly among and between texts and groups of texts in response to questions and comments posed by scholars in a variety of fields |  |  |  |  |
| Critical acumen in the discussion of individual texts |  |  |  |  |
| Critical acumen in the discussion of broad groupings of texts (e.g., literary periods, literary movements, and the like) |  |  |  |  |
| Overall assessment of student learning |  |  |  |  |