

Effective as of September 1, 2022

**Language and Literacies Education (LLE)**  
**Comprehensive Exam**

Approved on April 20, 2022



potential strengths, weaknesses, and appropriateness of various theoretical positions using relevant literature.

Research methods and modes of inquiry.

This dimension focuses on students' understanding of the relationship between the empirical and/or conceptual questions asked within language and literacies education and the range of research designs used to consider them. Notably, the phrase “range of designs” includes social science (i.e., quantitative, qualitative, post-qualitative) and humanities-oriented traditions of research. Therefore, akin to the intellectual diversity of theoretical frameworks, there are multiple research traditions that can support scholarly inquiry in language and literacies education. Doctoral students completing the LLE Comprehensive Exam should use relevant literature to assess the strengths, weaknesses, and appropriateness of diverse methods and modes of inquiry for given research questions and in alignment with guiding theoretical frameworks.

Academic discourse appropriate for communicating scholarly research.

This dimension focuses on students' ability to produce scholarly work appropriate for knowledge mobilization in written form. Responses to each part of the LLE Comprehensive Exam should be organized, coherent, logically developed, and understandable. With that in mind, the LLE faculty are keenly aware of the tension inherent in naming “academic discourse.” There are consequential reasons scholars use their communicative practices to intentionally disrupt “standard” academic discourse and challenge ideological assumptions embedded in “appropriateness.” Part of conducting “independent, original dissertation research” (as articulated earlier as one of the purposes of this exam) is taking ownership of the kinds of discourse we use to communicate our inquiry and for what purposes.

Ultimately, the LLE Comprehensive Exam expects students to display the independence, problem-solving, and requisite writing skills that are crucial for successful completion of a doctoral degree.

## Exam Structure

There are two parts to the exam:

**Part 1: Individual Paper** – Students demonstrate their expertise in a specialist field, often related to their dissertation research; this paper is prepared in advance of completing Part 2 and is a timed exam.

**Part 2: Pr**

## **Part 1: Individual Paper**

All students respond to a single, standard prompt.

### **Part 1 Prompt**

as Grammarly or HemingwayApp in addition to review functions included with typical word processors.

## **Part 2: Program Paper**

Part 2 of the Comprehensive Exam consists of six prompts created by the Comps Committee. Students choose one of these prompts to respond to in Part 2 of the exam.

### **Part 2 Prompts**

The six prompts will represent diverse topics within language and literacies education. At least two prompts will focus more specifically on issues related to language education, and at least two will focus more specifically on literacies education. These prompts will be released at 9 AM ET on the first day of Part 2 of the exam (see table below with key dates). Students are encouraged to review each question closely before making a final determination about which one they will address in their exam. Please note: To ensure equity, six new prompts will be offered for each administration of Part 2.

### **Format**

Part 2 should be no longer than **3,000 words** (excluding references). The paper should be formatted according to the most recent APA style guidelines. Students may wish to visit the [Purdue OWL website](#) to view a sample APA paper, should they have questions related to formatting.

### **Feedback Before and During the Exam**

Students must complete Part 2 on their own, without developmental or editorial support from other sources. Neither advisors, peers, nor anyone else may offer feedback on: a) prompt selection, b) readings to cite, or c) writing. Students may not seek feedback or assistance from other outlets (such as a writing consultant), but they may choose to use writing-based support platforms such as Grammarly or HemingwayApp in addition to review functions included with typical word processors.

### **Timing**

Part 2 of the exam is offered twice each academic year. When students initiate the Part 1 process as described above, they are also committing to writing Part 2 of the exam . Please see the table below with more exact details on times and dates.

Students must submit Part 1 of the exam no later than 5pm Eastern time two weeks before the Part 2: Program Paper begins. Students who do not submit by this deadline will not be permitted to complete Part 2 of the exam.

Once Part 2 of the exam begins, full-time PhD students will have 14 days to complete their Part 2 paper, whereas Flex-time PhD students will have 28 days to do so.

**Comps Exam  
Registration  
Deadline  
Full-time &  
Flex-time PhD  
Students**





the student's advisor in at least one part of the evaluation process. However, because of workload issues, research and other kinds of leave, etc. this cannot always be guaranteed. Thus, students should write each part of the exam to be detailed enough for an expert, while making it accessible enough for any LLE faculty member to review.

The evaluation process is masked in both directions. This means faculty readers will not see the author names of the papers they are evaluating, and students will not see the names of the faculty readers.

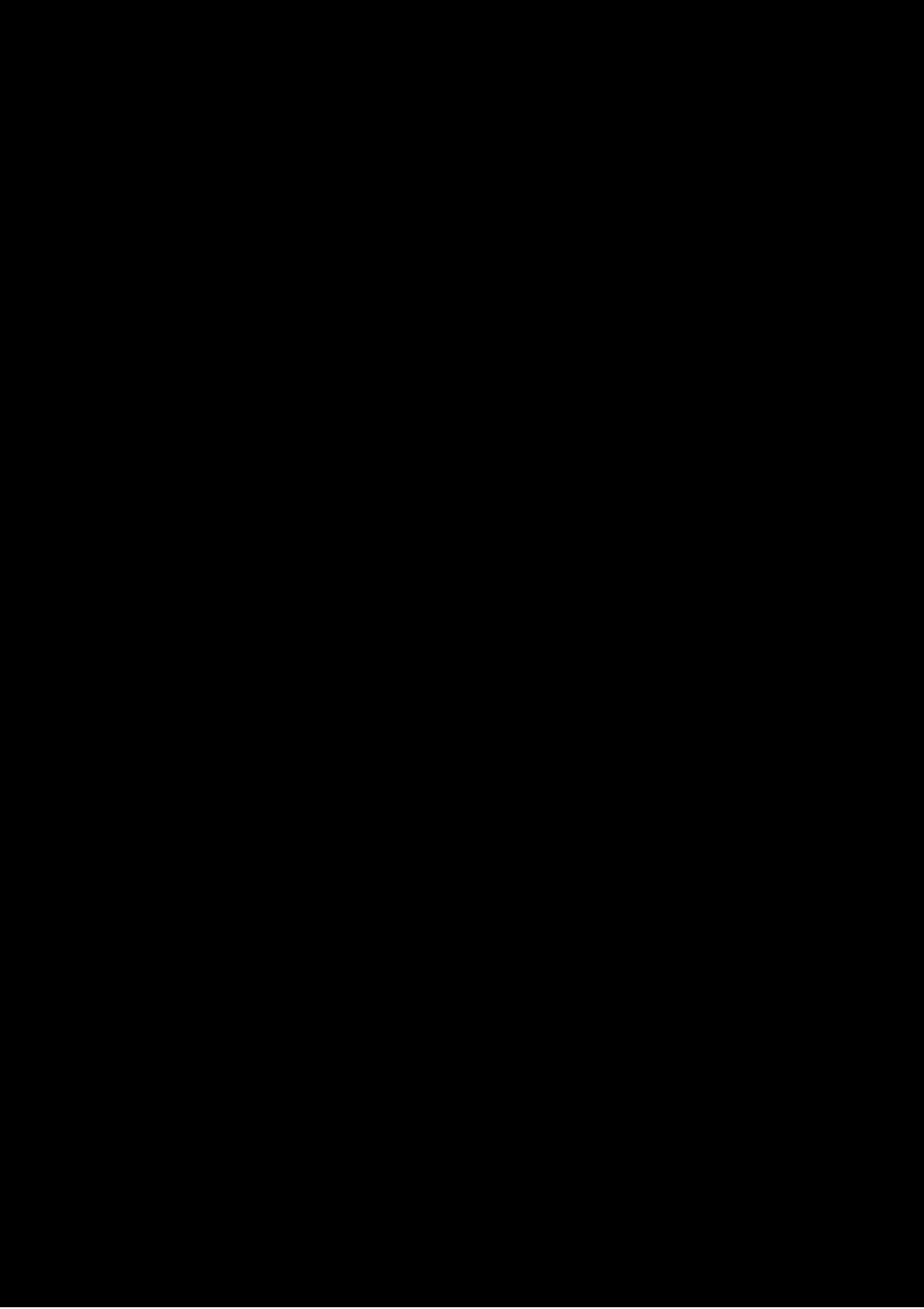
Faculty readers will evaluate the exam using a rubric. Because Parts 1 and 2 have different goals, there are different rubrics for each part. The rubrics are included at the end of this document. A third reader will offer an evaluation should the two readers disagree in their assessment.

### **Exam Results**

Students will be notified of their exam results individually via email by the Program Administrator. Students may receive a







## RUBRIC FOR PART 2: PROGRAM PAPER

	Expectations Met	Expectations Partially Met	Expectations Not Met
--	------------------	----------------------------	----------------------

**Stance &  
Purpose**

The stance of the paper is clear