

**Comprehensive Exam for M.Ed. Reading Education (P-5 or 6-12 Emphases) at the University of Georgia
in the Language and Literacy Education Department
(Revised September 27, 2016)**

The Task

The M.Ed. in the Reading Education degree program with emphases in grades P-5, or 6-12 is designed to provide advanced professional preparation for educators interested in the teaching reading and related literacies in elementary, middle, and secondary schools. Upon completion of your course of study you are expected to articulate your pedagogy and philosophy of teaching. Pedagogy is Greek in origin and literally means to lead the child. It has come to refer to the approach or mode of instruction a teacher uses. A philosophy of teaching refers to what you believe about how you teach and why you believe it.

Write a 15-20-page paper that draws upon what you have learned within and across the courses in your program of study. In this paper be sure to address the following:

- Briefly describe your pedagogy and philosophy of teaching, broadly speaking and specific to reading, when you began the M.Ed. program. **Complete this prior to beginning this degree program.**
- Having now gone through the M.Ed. program of study, discuss three or four major developments (e.g., shifts in thinking, confirmations, enhancements, deepening of thoughts, etc.) in your pedagogy and philosophy of teaching reading and related literacies. Two guiding questions are
 1. How has your coursework (e.g. readings, class activities and projects, experiences such as tutoring, etc.) contributed to these three or four major developments?
 2. How has your knowledge of issues of cultural diversity and equity contributed to your major developments?In your discussion, be sure to identify specific courses, professors, and scholars in the field. Be sure to synthesize rather than summarize.
- Discuss how this degree program has prepared you to be a professional in the field of literacy. How do you see yourself contributing to the literacy profession in the next five years?

The Process

In completing the M.Ed. Comprehensive Examination, you

1. can begin drafting parts of the essay at any point in your coursework;
2. can form writing groups of other M.Ed. students;
3. can consider an alternative format (e.g., web page, multigenre piece, etc.), but must negotiate such with the Literacies and Children's Literature faculty via your advisor no later than one month prior to the exam submission deadline;
4. can consult with UGA faculty only about general questions about this process. You cannot consult with any UGA faculty about content;
5. must work in a 12-point common font such as Times, Times New Roman, Chicago, Geneva, etc.;
6. must double-space and keep one-inch margins all around; and
7. must use APA (6th Ed.) style including title page, organizational headings, citations, and references.

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Submission and Evaluation Process

You must submit to your advisor and the program coordinator an electronic copy of your comprehensive exam by the semester due dates listed below

- Fall Semester: 9:00 AM, November 1
- Spring Semester: 9:00 AM, April 1
- Summer Semester: N/A. Comprehensive exams are not reviewed during the summer unless there is a special circumstance.

Failure to meet this deadline will result in you having to wait until the next semester to take your comprehensive exam.

Each comprehensive exam will be blind evaluated by two members of the *Literacies and Children's Literature* faculty who are not the student's advisor. Using the rubric generated by program faculty found on the following page, each evaluator will designate one of four evaluations of your paper

1. *Accept with Distinction*
2. *Accept*
3. *Revise and Resubmit*
4. *Unacceptable*

If two faculty members disagree, a third member will be called in to enter a deciding evaluation. The program coordinator will send you the faculty members' evaluations of your comprehensive exam and any other required information or directions.

In you receive an *Accept with Distinction* or *Accept*, no further action on your part is required.

If you receive a *Revise and Resubmit*, you will have up to two weeks to make any recommended changes and resubmit them to the program coordinator for a second review. Failure to meet the revision deadline will automatically result in your final evaluation being changed to *Unacceptable*. You will have only one opportunity to revise your final examination. If your resubmission does not receive an *Accept with Distinction* or *Accept*, then you will be exited from your degree program.

If you receive an *Unacceptable* evaluation, you must wait until the next semester to retake your comprehensive exam. You will be given specific advice from the faculty evaluators on how to revise your work. You will then have only one opportunity to retake the examination and gain either an *Accept with Distinction* or *Accept* determination. Failure to do so will result in your being exited from the program.

See the following page for your comprehensive exam rubric.

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M.Ed. Comprehensive Exam Rubric (Content Rev. 09/2016)

Throughout the Comprehensive Examination Paper		
<p>SYNTHESIS & ORIGINAL THINKING</p>	<p><i>The writing reads seamlessly with original insights gained from program of study. The discussion is a synthesis across coursework rather than a summary.</i></p> <p>5 = Excellent fit with criteria 4-3 = (Very) Good fit with criteria 2-1 = Partial fit with criteria 0 = Lacking fit with criteria</p>	<p>___/5 pts.</p>
<p>ORGANIZATION & CONVENTIONS</p>	<p><i>There are informative headings and strong transitions. None or very few errors of spelling, punctuation, APA, and the like.</i></p> <p>3 = Excellent fit with criteria 2 = Strong fit with criteria 1 = Partial fit with criteria 0 = Lacking fit with criteria</p>	<p>___/3 pts.</p>
Content and Evidence		
<p>PEDAGOGY & PHILOSOPHY OF TEACHING</p>	<p><i>Comprehensive discussion of pedagogy and philosophy of teaching (in general and related to teaching) that includes illustrative examples and details.</i></p> <p>4 = Excellent fit with criteria 3-2 = Partial fit with criteria 1 = Lacking fit with criteria 0 = Nothing shared</p>	<p>___/4 pts.</p>
<p>THREE OR FOUR MAJOR DEVELOPMENTS IN STUDENT’S PEDAGOGY AND PHILOSOPHY OF TEACHING READING IN THEIR AREA OF EMPHASES</p>	<p><i>Relevant to the M.Ed. degree and content of program of study. Specific evidence provided including illustrative examples and details from coursework.</i></p> <p>6 = Excellent fit with criteria 5-4 = (Very) Good fit with criteria 3-2 = Partial fit with criteria 1 = Lacking fit with criteria 0 = Nothing shared</p>	<p>___/6 pts.</p>

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<p>CONTRIBUTION OF KNOWLEDGE OF ISSUES OF CULTURAL DIVERSITY AND EQUITY TO STUDENT'S DEVELOPMENT</p>	<p><i>Relevant to the M.Ed. degree and content of program of study. Specific evidence provided including illustrative examples and details from coursework.</i></p> <p>6 = Excellent fit with criteria 5-4 = (Very) Good fit with criteria 3-2 = Partial fit with criteria 1 = Lacking fit with criteria 0 = Nothing shared</p>	<p>___/6 pts.</p>
<p>STUDENT'S FUTURE AS A LITERACY PROFESSIONAL AND THEIR VISION OF CONTRIBUTIONS IN THE NEXT FIVE YEARS</p>	<p><i>Relevant to the M.Ed. degree and content of program of study. Specific evidence provided including illustrative examples and details from coursework.</i></p> <p>6 = Excellent fit with criteria 5-4 = (Very) Good fit with criteria 3-2 = Partial fit with criteria 1 = Lacking fit with criteria 0 = Nothing shared</p>	<p>___/6 pts.</p>
<p>RESULTS</p>	<p>30-27 = Accept with Distinction 26- 20 = Accept 19-11 = Revise and Resubmit 10-0 = Unacceptable</p>	<p>___/30 pts.</p>