

Mayville State University

ENGL 476: Comprehensive Examination

Online

Spring 2025 -- 3 Credit Hours

Course and Instructor Information

Instructor Name: Erik Kornkven

Contact Information: Classroom Building – 126

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Phone: [701-788-4669](tel:701-788-4669)

Hours of Availability:

MW: 10:30 – 11:30

T/Th 9:00-10:00

Friday by appointment

Students can meet with me in person, by phone, or by teleconference. Refer to Blackboard for the teleconference office hour link. If these times don't work for you, don't hesitate to contact me to schedule a time that does.

Instruction Mode: Online

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: Online

Course Materials and Technologies

No Textbook is required for this class. Readings will be made available on Blackboard. You may be required to print off material for this class.

You must have consistent and reliable access to a desktop or laptop computer and consistent internet access. I will assume that you have regular access to these tools and lack of access will not be a valid excuse for late or missing work.

Course Description

The English comprehensive exam is an open-book analytical and reflective essay written on a topic by the student in direct consultation with the English Faculty. Beginning with the first week of the semester, students collaborate with the English Faculty regarding a topic for their 10 to 15 paged essay. The topic of this essay is proposed, planned and drafted throughout the entire semester. Students also prepare a separate 2-3 paged summative essay where they reflect upon the topic's relevance to their English education at Mayville State University. The essay is evaluated as satisfactory/unsatisfactory by members of the English faculty. This course fulfills LEAP requirements and must be completed through Mayville State University.

S/U grading.

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Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

Students successfully completing this course will be able to:

show that they have met each standard within the field that they are majoring in

show a basic knowledge of the standards set by each category listed below

develop an essay in response to a prompt, integrating texts used throughout their English BA/ BSED program

Student Learning Outcomes:

- SLO 1: Students will explain and demonstrate content knowledge in various formats
- SLO 2: Students will apply content knowledge in new contexts that illustrate transfer of learning.
- SLO 3: Students will break material into parts and determine how the parts relate to one another and to an overall structure or purpose.
- SLO 4: Students will utilize concepts from content knowledge to synthesize and create new ideas and work.

Standards Alignment (English Education Program Approval Standards-ND ESPB):

- 05020.1.1 Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
- 05020.1.2 Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.
- 05020.2.1 Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.
- 05020.2.2 Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.
- 05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- 05020.3.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

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- 05020.3.5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.
- 05020.4.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- 05020.4.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- 05020.4.4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.
- 05020.4.5 Candidates design instruction focused on the use of research to build and present knowledge, with an emphasis on assessing credibility and accuracy of information, integrating evidence, and documenting sources.
- 05020.5.1 Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 05020.5.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
- 05020.6.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
- 05020.6.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Course Expectations

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Communication within the course Blackboard Shell will also be considered official communication for the purposes of this course. I will primarily communicate with you through Blackboard while you will get official information from the larger campus community through your email. Get used to checking BOTH!

Assignments and Assessments

Major Units

This course will be based on the creation of a comprehensive portfolio of work completed throughout the completion of the degree requirements at Mayville State University. The portfolio must contain:

- Title Page
- Table of Contents
- Reflection Letter
- Minimum of XX pages of finished academic writing – Writing must include at least one academic paper that is a minimum of 12 pages in length*.

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- A section for post-graduation goal-setting and planning documents

***If a student has not completed a paper of this length, they will need to write one under supervision and direction of the instructor.**

Course Timeline/Schedule

The course will take place largely at your own pace. Bi-weekly meetings will take place with the instructor to discuss your progress on the portfolio.

Evaluation and Grading

Grading Policies

The portfolio will be graded on an S / U basis

Attendance/Participation Policies

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk. **Verification for enrollment in this course will take place at the end of the 2nd week of classes and will be administered on Blackboard.**

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

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Essential Studies

As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- ELO #4: **Integrative Learning:** Students will demonstrate Integrative and Applied Learning, including synthesis and advanced accomplishment across general and specialized studies. This is demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.
- Enter SLO and description here.

The following SLOs/Professional Standards will be mastered in this course:

ELO	Mastery Assignment
ELO #4	Commentary Paper