

Program-level Learning Outcomes - Master's in French Studies

(Excerpt from the *Brief for the Periodic Appraisal of the MA and PhD in French Studies*, October 2019)

Ontario MA Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
1. Depth & Breadth of Knowledge	<p>a) Students will achieve a solid grounding in current scholarship in a range of fields of literary and linguistic studies.</p> <p>b) Students will know how to use primary sources (published texts, unedited data or archives) and secondary sources (corpora of scholarship)</p> <p>c) Students will have basic competence in developing and carrying out a research project, under the supervision of a Primary member</p>	<p>Mentoring by supervisor</p> <p>Coursework</p> <p>Writing a major research paper (except in course-only MA)</p>	<p>Feedback from supervisor</p> <p>Feedback from course instructors</p> <p>Feedback from faculty and peers:</p> <ul style="list-style-type: none"> - Group course assignments - Conferences - Grant writing workshops - Human Research Ethics Board <p>Evaluation of research question and bibliography in the Research Methods course</p>
2. Research & Scholarship	<p>a) Critically apply theories, methodologies and knowledge to address fundamental questions in their primary area of study.</p> <p>b) Engage with a range of research in their field, contributing to larger scholarly conversations</p> <p>c) Students will have been exposed to new approaches to debates and corpora in linguistic and literary studies</p>	<p>Mentoring by supervisor</p> <p>Coursework</p> <p>Research Ethics Board application</p> <p>Travel funds to conferences</p> <p>Writing a major research paper (except in course-only MA)</p>	<p>Feedback from supervisor</p> <p>Feedback from course instructors</p> <p>Feedback from faculty and peers:</p> <ul style="list-style-type: none"> - Group course assignments - Conferences - Grant writing workshops - Human Research Ethics Board <p>Evaluation of research question and bibliography in the Research Methods course</p>
3. Level of Application of Knowledge	<p>a) Conduct research that applies existing knowledge to the critical analysis of new research questions or issues, or to familiar research questions in a new setting.</p> <p>b) MA students learn to evaluate and contribute to discussions in the fields of scholarship that they study.</p> <p>c) The skills in research, discourse analysis and communication that they acquire apply beyond the academy, in professional fields involving writing and critical thinking, and most broadly, in the students' lives as</p>	<p>Mentoring by supervisor</p> <p>Coursework</p> <p>Research and Teaching Assistantships</p> <p>Travel funds for conferences</p> <p>Practical workshops (e.g. Centre for Teaching and Learning)</p> <p>Writing a major research paper (except in course-</p>	<p>Feedback from supervisor</p> <p>Feedback from course instructors</p> <p>Feedback from faculty and peers:</p> <ul style="list-style-type: none"> - Group course assignments - Conferences - Grant writing workshops - Human Research Ethics Board <p>Feedback in the context of Teaching and Research</p>

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	citizens and cultural agents.	only MA)	Assistantships Certificates from the Centre for Teaching and Learning, departmental pedagogical workshops.
4. Professional Capacity / Autonomy	<p>a) An MA in French Studies fosters autonomous learning and the ability to research independently.</p> <p>b) As Teaching Assistants, students prepare tutorials and help instruct undergraduate students. In both roles, they learn important skills of communication and organization.</p> <p>c) In graduate seminars, students provide and receive constructive feedback from peers.</p>	<p>Mentoring by supervisor</p> <p>Coursework</p> <p>Research and Teaching Assistantship opportunities</p> <p>Practical workshops (e.g. Centre for Teaching and Learning)</p> <p>Travel funds for conferences</p>	<p>Feedback from supervisor</p> <p>Feedback from course instructors</p> <p>Feedback from faculty and peers:</p> <ul style="list-style-type: none"> - Group course assignments - Conferences - Grant writing workshops - Human Research Ethics Board <p>Feedback in the context of Teaching and Research Assistantships</p> <p>Certificates from the Centre for Teaching and Learning, departmental pedagogical workshops.</p>
5. Level of Communication Skills	<p>a) Students enhance oral and written communications skills through written assignments, seminar presentations, and participation in class.</p> <p>b) Students develop their skills in critical debate while taking into account multiple perspectives and differing positions.</p>	<p>Mentoring by supervisor</p> <p>Mentoring by course instructors</p> <p>Coursework</p> <p>Research and Teaching Assistantship opportunities</p>	<p>Feedback from supervisor</p> <p>Feedback from course instructors</p> <p>Feedback from faculty and peers:</p> <ul style="list-style-type: none"> - Group course assignments - Conferences - Grant writing workshops - Human Research Ethics Board <p>Feedback in the context of Teaching and Research Assistantships</p> <p>Certificates from the Centre for Teaching and Learning, departmental pedagogical workshops.</p>
6. Awareness of Limits of Knowledge	a) MA students learn the limits of their own knowledge, and the way this knowledge is situated within specific critical and disciplinary paradigms, both by engagement with other students and with faculty in a range of fields,	<p>Mentoring by supervisor</p> <p>Coursework</p> <p>Research and Teaching Assistantship</p>	<p>Feedback from supervisor</p> <p>Feedback from course instructors</p>

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	<p>and by reading the scholarly literature.</p> <p>b) Appreciate multiple intellectual viewpoints and ways of knowing, and understand how these produce an awareness of the limits of knowledge offered by any specific discourse.</p>	opportunities	<p>Feedback from faculty and peers:</p> <ul style="list-style-type: none"> - Group course assignments - Conferences - Grant writing workshops - Human Research Ethics Board <p>Feedback in the context of Teaching and Research Assistantships</p> <p>Evaluation of research question and bibliography in the Research Methods seminar</p> <p>Evaluation of the research paper: thesis or <i>mémoire</i> (as applicable)</p>