<table>
<thead>
<tr>
<th>Ontario MA Degree Level Expectations</th>
<th>Program-level Learning Outcomes</th>
<th>How does the program support achievement of each GDLE?</th>
<th>How does the program evaluate the achievement of each GDLE?</th>
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</table>
| 1. Depth & Breadth of Knowledge     | a) Students will achieve a solid grounding in current scholarship in a range of fields of literary and linguistic studies.  
  b) Students will know how to use primary sources (published texts, unedited data or archives) and secondary sources (corpora of scholarship)  
  c) Students will have basic competence in developing and carrying out a research project, under the supervision of a Primary member | Mentoring by supervisor  
 Coursework  
 Writing a major research paper (except in course-only MA) | Feedback from supervisor  
 Feedback from course instructors  
 Feedback from faculty and peers:  
 | | | | Evaluation of research question and bibliography in the Research Methods course |
| 2. Research & Scholarship          | a) Critically apply theories, methodologies and knowledge to address fundamental questions in their primary area of study.  
  b) Engage with a range of research in their field, contributing to larger scholarly conversations  
  c) Students will have been exposed to new approaches to debates and corpora in linguistic and literary studies | Mentoring by supervisor  
 Coursework  
 Research Ethics Board application  
 Travel funds to conferences  
 Writing a major research paper (except in course-only MA) | Feedback from supervisor  
 Feedback from course instructors  
 Feedback from faculty and peers:  
 | | | | Evaluation of research question and bibliography in the Research Methods course |
| 3. Level of Application of Knowledge | 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.  
  b) MA students learn to evaluate and contribute to discussions in the fields of scholarship that they study.  
  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 | Mentoring by supervisor  
 Coursework  
 Research and Teaching Assistantships  
 Travel funds for conferences  
 Practical workshops (e.g. Centre for Teaching and Learning)  
 Writing a major research paper (except in course-only MA) | Feedback from supervisor  
 Feedback from course instructors  
 Feedback from faculty and peers:  
<p>| | | | Feedback in the context of Teaching and Research |</p>
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<td>Certificates from the Centre for Teaching and Learning, departmental pedagogical workshops.</td>
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| 4. Professional Capacity / Autonomy | a) An MA in French Studies fosters autonomous learning and the ability to research independently.  
   b) As Teaching Assistants, students prepare tutorials and help instruct undergraduate students. In both roles, they learn important skills of communication and organization.  
   c) In graduate seminars, students provide and receive constructive feedback from peers. | Mentoring by supervisor  
Coursework  
Research and Teaching Assistantship opportunities  
Practical workshops (e.g. Centre for Teaching and Learning)  
Travel funds for conferences | Feedback from supervisor  
Feedback from course instructors  
Feedback from faculty and peers:  
- Group course assignments  
- Conferences  
- Grant writing workshops  
- Human Research Ethics Board  
Feedback in the context of Teaching and Research Assistantships  
Certificates from the Centre for Teaching and Learning, departmental pedagogical workshops. |
|                                     |                                 |                                                        |                                                             |
| 5. Level of Communication Skills    | a) Students enhance oral and written communications skills through written assignments, seminar presentations, and participation in class.  
   b) Students develop their skills in critical debate while taking into account multiple perspectives and differing positions. | Mentoring by supervisor  
Mentoring by course instructors  
Coursework  
Research and Teaching Assistantship opportunities | Feedback from supervisor  
Feedback from course instructors  
Feedback from faculty and peers:  
- Group course assignments  
- Conferences  
- Grant writing workshops  
- Human Research Ethics Board  
Feedback in the context of Teaching and Research Assistantships  
Certificates from the Centre for Teaching and Learning, departmental pedagogical workshops. |
|                                     |                                 |                                                        |                                                             |
| 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, | Mentoring by supervisor  
Coursework  
Research and Teaching Assistantship | Feedback from supervisor  
Feedback from course instructors |
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| and by reading the scholarly literature.  
  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. | opportunities | Feedback from faculty and peers:  
  - Group course assignments  
  - Conferences  
  - Grant writing workshops  
  - Human Research Ethics Board | Feedback in the context of Teaching and Research Assistantships  
  Evaluation of research question and bibliography in the Research Methods seminar  
  Evaluation of the research paper: thesis or mémoire (as applicable) |