

Program-level Learning Outcomes - PhD in French Studies

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

<i>Ontario PhD Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
1. Depth & Breadth of Knowledge	a) Students will achieve comprehensive understanding of current scholarship in their primary area of research. b) Students will gain in-depth knowledge of a particular research question developed in consultation with their supervisor. c) Students will advance the state of scholarship in their field and make a critical contribution to knowledge. d) Produce and defend an original significant contribution to knowledge.	Mentoring by supervisor Coursework (e.g. Research Methods) Qualifying and comprehensive exams Write and defend thesis proposal Write and defend thesis	Feedback from supervisor Feedback from course instructors Feedback from faculty and peers: <ul style="list-style-type: none"> - Group course assignments - Conferences - Grant writing workshops - Human Research Ethics Board Evaluation of qualifying and comprehensive exams and thesis proposal Oral defense of thesis
2. Research & Scholarship	a) Students deploy a range of conceptual, theoretical, and methodological approaches to scholarship and criticism in literary, cultural studies, and linguistic studies, with a view to making their own unique contribution.	Mentoring by supervisor Coursework Departmental speaker seminars	Feedback from supervisor Feedback from thesis committee members Feedback from course instructors

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	b) Students will use their critical understanding of the field to advance the state of scholarship in their thesis work.	Human Research Ethics review Writing Centre support Travel funds for conferences Preparing articles for publication Write and defend thesis proposal Write and defend thesis	Feedback from faculty and peers: - Group course assignments - Conferences - Grant writing workshops - Human Research Ethics Board Evaluation of qualifying and comprehensive exams and thesis proposal Oral defense of thesis
3. Level of Application of Knowledge	a) Researching and writing a thesis develops students' ability to synthesize and critique large bodies of research, to maintain a complex argument coherently over a long period, and to organize a range of kinds of material in intelligible ways. b) Students will acquire the skills necessary to work as professionals in academic settings or elsewhere. These include the ability to organize and deliver presentations of original work; the ability to engage with other professionals; the ability to navigate funding agency and university bureaucracies; and skills in job-seeking. c) 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.	Mentoring by supervisor Coursework Research and Teaching Assistantship opportunities Human Research Ethics review Centre for Teaching and Learning Travel funds for conferences Preparing articles for publication Applying for scholarships and grants Write and defend thesis proposal Write and defend thesis	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 External reviews of manuscript and conference paper submissions Performance appraisals for teaching assistants Certificates from the Centre for Teaching and Learning, departmental pedagogical workshops. Evaluation of qualifying and comprehensive exams and thesis proposal Oral defense of thesis
4. Professional Capacity / Autonomy	a) Adhere to professional standards of ethical and academic integrity.	Mentoring by supervisor Coursework	Feedback from supervisor Feedback from course instructors

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	<p>b) Situate themselves within a broader professional community, within and outside academia.</p> <p>c) Provide constructive feedback to peers and work collaboratively</p> <p>c) As teaching assistants, students gain experience as instructors, developing their communication skills and their organizational abilities.</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 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> <p>Evaluation of qualifying and comprehensive exams and thesis proposal</p> <p>Oral defense of thesis</p>
5. Level of Communication Skills	<p>a) Students perfect oral and written communication skills as well as skills in visual aids and handouts.</p> <p>b) Prepare individual and group oral presentations.</p> <p>c) Write in a distinctive, clear, forceful, and jargon-free prose style that reflects fluency in fundamental principles and practices of critical writing.</p> <p>d) Communicate constructive criticism to other students and peers.</p>	<p>Mentoring by supervisor</p> <p>Mentoring by course instructors</p> <p>Coursework</p> <p>Research and Teaching Assistantship opportunities</p> <p>Speaker series, open defenses</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> <p>Evaluation of qualifying and comprehensive exams and thesis proposal</p> <p>Oral defense of thesis</p>
6. Awareness of	a) Understand limitations of different kinds of evidence,	Mentoring by supervisor	Feedback from supervisor

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Limits of Knowledge	<p>methods and theoretical approaches.</p> <p>b) Understand limitations of knowledge within critical and disciplinary paradigms.</p> <p>c) Evaluate research findings in relation to current state of knowledge.</p> <p>d) Appreciate and respect multiple viewpoints.</p>	<p>Coursework</p> <p>Research and Teaching Assistantship opportunities</p> <p>Thesis proposal and defense</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>Evaluation of qualifying and comprehensive exams and thesis proposal</p> <p>Oral defense of thesis</p>