## 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)

<table>
<thead>
<tr>
<th>Ontario PhD 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 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:  
- 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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| b) Situate themselves within a broader professional community, within and outside academia. | Research and Teaching Assistantship opportunities | Feedback from faculty and peers: | - Group course assignments  
- Conferences  
- Grant writing workshops  
- Human Research Ethics Board |
| c) Provide constructive feedback to peers and work collaboratively | Practical workshops (e.g. Centre for Teaching and Learning) | Feedback in the context of Teaching and Research Assistantships | Certificates from the Centre for Teaching and Learning, departmental pedagogical workshops.  
Evaluation of qualifying and comprehensive exams and thesis proposal  
Oral defense of thesis |
| c) As teaching assistants, students gain experience as instructors, developing their communication skills and their organizational abilities. | Travel funds for conferences | | |

5. Level of Communication Skills

| a) Students perfect oral and written communication skills as well as skills in visual aids and handouts. | Mentoring by supervisor | Feedback from supervisor | |
| b) Prepare individual and group oral presentations. | Mentoring by course instructors | Feedback from course instructors | |
| c) Write in a distinctive, clear, forceful, and jargon-free prose style that reflects fluency in fundamental principles and practices of critical writing. | Coursework | Feedback from faculty and peers: | - Group course assignments  
- Conferences  
- Grant writing workshops  
- Human Research Ethics Board |
| d) Communicate constructive criticism to other students and peers. | Research and Teaching Assistantship opportunities | Feedback in the context of Teaching and Research Assistantships | Certificates from the Centre for Teaching and Learning, departmental pedagogical workshops.  
Evaluation of qualifying and comprehensive exams and thesis proposal  
Oral defense of thesis |
| | Speaker series, open defenses | | |
| | Practical workshops (e.g. Centre for Teaching and Learning) | | |
| | Travel funds for conferences | | |

6. Awareness of

<p>| a) Understand limitations of different kinds of evidence, | Mentoring by supervisor | Feedback from supervisor | |
| | | | |</p>
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<td>Coursework</td>
<td>Feedback from course instructors</td>
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<td>b) Understand limitations of knowledge within critical and disciplinary paradigms.</td>
<td>Research and Teaching Assistantship opportunities</td>
<td>Feedback from faculty and peers:</td>
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<td>c) Evaluate research findings in relation to current state of knowledge.</td>
<td>Thesis proposal and defense</td>
<td>- Group course assignments</td>
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<td>d) Appreciate and respect multiple viewpoints.</td>
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