Degree Level Expectations, Learning Outcomes, Indicators of Achievement and the Program Requirements that Support the Learning Outcomes

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Learning Outcomes</th>
<th>Indicators of Achievement</th>
<th>Relevant Courses and academic requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth and breadth of knowledge</strong></td>
<td>... a broad historical understanding of the development of literatures in English across geographical and historical locations, and of the cultural contexts in which those literatures have been produced.</td>
<td>... completing the Historical Breadth Requirement and passing 6 graded seminar courses and 2 Pass/Fail seminar courses (ENGL 800* and 803*)</td>
<td>-Historical Breadth Requirement: M.A. students are required to take 3 units (1 seminar) in medieval or early modern literature, ENGL 820*–836*; 3 units (1 seminar) in long 18th- and 19th-century literature, ENGL 840*–859*; and 3 units (1 seminar) in 20th- and 21st-century literature, ENGL 860*–884*.</td>
</tr>
<tr>
<td></td>
<td>... a broad understanding of the range of interpretive techniques, critical methodologies, and theoretical questions that are relevant to the field of literary and cultural studies.</td>
<td></td>
<td>-M.A. students in Pattern I (coursework) may take up to 4 seminars in their area of research interest, to increase their depth of knowledge in that field; those in Pattern II gain depth of knowledge from the extended research and writing that informs their thesis projects.</td>
</tr>
<tr>
<td><strong>Research and scholarship</strong></td>
<td>... a broad sense of current approaches in the field of literary studies.</td>
<td>... attending the Research Forum, and producing reflective writing that demonstrates a depth of engagement with methodologies, arguments, and contributions of diverse speakers.</td>
<td>-ENGL 803* or Research Forum Requirement (P/F): students attend a year-long series of papers given by members of the Department and by guest speakers, and produce reflective writing on the insights gained thereby into research methods and current scholarship by established scholars.</td>
</tr>
<tr>
<td></td>
<td>... sensitivity to and comprehension of diverse research methods and goals</td>
<td>... presenting seminar papers (and/or an MA thesis) that demonstrate both engagement with the course material, aims, and approaches and independent research that is relevant to an argument. Argument should be clearly situated in and should contribute to a larger scholarly conversation in the field.</td>
<td>-all courses at the MA level demand the preparation of seminar presentations, as well as extended term papers, and may include other written and oral work including, but not limited to, response and position papers, abstracts, annotated bibliographies, debates,</td>
</tr>
</tbody>
</table>
**Constitute new knowledge in the field**
(by situating student’s own work within an extant critical conversation and/or by applying existing methodologies to new texts).

**Application of Knowledge**
- the ability to employ current research, theory and criticism to give and hear seminars and to write papers.
- a sense of how an existing body of knowledge is extended, qualified, or questioned, and of how a new area (for instance, disability studies or ecocriticism) relates to older orientations.
- seminar presentations that display an ability to select and employ a wide but always pertinent range of resources in crafting a logical and well-structured argument.
- the ability to read and use a range of primary and secondary resources.

M.A. students must apply the knowledge gained in reading for their courses by producing term papers and seminars that demonstrate a thorough understanding of the resources and that accurately situate the students’ analyses in relation to current literary scholarship in a given field.

**Professional capacity/autonomy**
- the exercise of personal responsibility in producing seminars and papers in a timely fashion.
- the intellectual independence required for continuing professional development, as shown by an ability to summarize existing scholarship and identify promising areas for future research.
- and apply the principles of academic integrity to their own work.
- understanding of the requirements of such aspects of the academic profession as evaluation, publication, editing, reviewing, grantsmanship, conferences, archival research, and shaping a curriculum vita.
- comprehension of the transferable aspects of literary study, including skills in public speaking, leadership, teaching,
- the completion of concise, insightful reflections on Research Forum presentations.
- the drafting and refining of external grant applications (as a requirement for ENGL 800*) for competitions including the Ontario Graduate Scholarship and Social Sciences and Humanities Research Council of Canada Scholarship competitions.
- the ability to select original topics of research for papers and seminar presentations.
- the ability to write an abstract describing a potential conference paper (a requirement of ENGL 800*).

M.A. students are strongly encouraged to take ENGL 800*, or Pedagogical and Professional Skills, a pass/fail seminar concerning elements of the profession including evaluation and marking; academic integrity; research methods; writing abstracts; attending conferences; constructing grant applications; preparing research papers; and revising work for potential publication.
| **Communication Skills** | . . . an ability to convey in written form an interpretation of literary texts, a synthesis and critical analysis of primary and secondary source material, and an original perspective, or original ideas on, the material in a coherent, clear and concise argument.  
. . . an ability to present orally a concise, clear and engaging original argument which synthesises and/or critically analyses primary and secondary source material. | . . . papers and/or examinations for courses.  
. . . seminar presentations in courses.  
. . . grading of undergraduate papers (in ENGL 800*). | -All M.A. students complete an AODA training module (noted on transcripts as “Accessible Customer Service”) on working with persons with disabilities.  
-All M.A. students must demonstrate basic proficiency, equivalent to that achieved in a first-year university course, in a second language.  
-All M.A. classes are conducted in seminar format, which encourages engaged oral and sophisticated written communication skills. |
| **Awareness of limits of knowledge** | . . . awareness that the basic assumptions of one course (for instance, a course organized in terms of a national literature) may be challenged by another (for instance, a course on Post-colonial theory).  
. . . consciousness of both the strengths and weaknesses of any one approach to literature. | . . . the student’s ability to propose manageable, well-defined papers and projects.  
. . . the student’s ability to see gaps in existing research.  
. . . the student’s ability to grasp the (dis)advantages of various methodologies and critical approaches.  
. . . the student’s ability to anticipate counter-arguments. | -The M.A. degree, with its emphasis on enriching students' foundational understanding of literary genres, forms, periods, figures, themes, and theories, already gained in undergraduate study, encourages breadth and comprehensiveness; its emphasis on identifying and pursuing a particular area of research interest simultaneously builds awareness of the power and limits of specialized knowledge. |