

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

Expectations	Learning Outcomes This degree is awarded to students who demonstrate...	Indicators of Achievement As evidenced by...	Relevant Courses and academic requirements (requirements that contribute to the achievement of learning outcomes and degree expectations)
Depth and breadth of knowledge	<p>... a broad historical understanding of the development of literatures in English across historical and geographical locations, and of the cultural contexts in which those literatures have been produced.</p> <p>... a thorough understanding of a particular area of specialization that is defined within given historical and conceptual parameters.</p> <p>... an ability to make interdisciplinary connections that clarify the relation of literary production to other forms of cultural expression.</p> <p>... a strong understanding of the range of interpretive techniques, theoretical questions, and critical methodologies that are relevant to the field of literary and cultural studies.</p>	<p>... completing the Historical Breadth Requirement and passing 5 graded seminar courses and 2 Pass/Fail seminar courses (ENGL 900* and ENGL 903*).</p> <p>... passing 2 Field Exams in a particular area of specialization.</p> <p>... completing the annotated bibliography and oral presentation that comprise the Special Topic Presentation.</p>	<p>-Historical Breadth Requirement: PhD 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*.</p> <p>-PhD students select two additional seminars, usually to deepen their knowledge in their area of research interest.</p> <p>-PhD students take up marking-and tutorial-based Teaching Assistantships in years 1-4 of the program, for courses including literature surveys, which also increase their breadth of knowledge.</p> <p>-The Field Exams (two four-hour written exams, written in Year 2 of the PhD) test students’ knowledge of the designated field’s literary and critical canons.</p>
Research and scholarship	<p>... both a broad sense of the field of literary studies (its history and current debates and investments) and a more focused sense of the concerns current in a particular area within literary studies.</p>	<p>... attendance at the Research Forum; reflective writing that demonstrates a depth of engagement with methodologies, arguments, and contributions of diverse speakers.</p> <p>... ability to articulate a “special topic”</p>	<p>-ENGL 903* or Research Forum Requirement (P/F): students must 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</p>

	<p>... a facility with advanced research methods, including research into secondary source materials, and, where relevant, archival materials.</p> <p>... a sense of relevant contexts that might inform the primary focus of the research, whether in historical precedents, interdisciplinary corollaries, geographical comparisons, or methodological influences.</p> <p>... the ability to design and execute a research plan that is situated in and contributes new knowledge to the field.</p> <p>... the perseverance and intellectual flexibility required to complete a lengthy research project (the dissertation).</p> <p>... the ability to present original ideas in a manner accessible to both specialist and non-specialist academic audiences.</p> <p>... an understanding of the expectations for publishable scholarship in the field.</p>	<p>area of research that is relevant (but not necessarily central) to the projected topic of the dissertation; demonstration of scope of independent research in the STP annotated bibliography; successful delivery of portion of the research in oral presentation.</p> <p>... development of a thesis proposal (with preliminary bibliography) that articulates an original plan for research within a clearly defined area of the field.</p> <p>... production of a dissertation that demonstrates extensive in-depth research into a particular area of the field and offers an original, persuasive argument.</p> <p>... the successful defense of the dissertation upon completion of the project.</p> <p>... some degree of professionalization, as documented in the Annual Report, such as delivering papers at academic conferences; and, in some cases, the submission of essays to scholarly journals.</p>	<p>established scholars.</p> <p>-The Special Topic Presentation involves the creation of an annotated bibliography and an oral presentation concerning a broad issue or cluster of issues that will be relevant to the dissertation.</p> <p>-The Thesis Proposal process requires students to produce a preliminary bibliography, to define their thesis project in relation to extant research, and to create a plan for researching and writing a manageable, original research project.</p>
<p>Application of Knowledge</p>	<p>... the ability to contribute to the profession, often by revising their course papers and thesis work for conference presentations and formal publications.</p> <p>... cogent and comprehensive understanding of canonical works in the student's chosen area of</p>	<p>... the conference and publication activity necessary for professional success.</p> <p>... completion of the Special Topic Presentation and its accompanying annotated bibliography.</p> <p>... comprehensive and informed answers to the questions posed in the Field Exams.</p>	<p>-The oral defense of the completed PhD thesis requires the student to define his / her contribution to the field and its applicability to other areas of research / ancillary disciplines.</p>

	<p>specialization.</p> <p>. . . diligent research, logical argument, and refined writing in the doctoral thesis.</p> <p>. . . effort to engage undergraduate students in tutorials.</p>	<p>. . . the completion of a well-written, original dissertation that not only surveys but adds significantly to the body of knowledge extant in its field.</p> <p>. . . the student's ability to defend his / her thesis work in an oral examination.</p>	
Professional capacity/autonomy	<p>. . . the skills necessary for employment in academe, including those discussed in ENGL 900* (see right).</p> <p>. . . the intellectual independence to develop a significant, original thesis project.</p> <p>. . . understanding of current research trends in the profession and in the student's area of research interest.</p> <p>. . . an understanding of academic integrity.</p> <p>. . . the ability to conceive, research, produce and edit academic work of interest and quality in a timely fashion.</p>	<p>. . . the successful completion of ENGL 900*</p> <p>. . . the creation of external grant proposals (SSHRCC, OGS, etc.)</p> <p>. . . development of a viable thesis proposal</p> <p>. . . professionalizing activity, including conference presentations, membership in professional organizations, and / or submission of articles for peer review and publication.</p> <p>. . . the Annual PhD Report, which details scholarly and professionalizing activity in the year under review.</p>	<p>-ENGL 900*, or Pedagogical and Professional Skills, is a required P/F seminar delivered in modules over years 1-4 of the PhD. Modules concern elements of the profession including evaluation and marking techniques; academic integrity; advanced and archival research methods; writing abstracts; conference participation; constructing grant applications; preparing research papers; revising work for publication in peer-reviewed formats; building a teaching dossier; writing a c.v. and cover letter; interviewing techniques; non-academic careers.</p>
Communication Skills	<p>. . . 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.</p> <p>. . . an ability to make an extended</p>	<p>. . . papers and/or examinations for courses; written Specialist Field examinations; thesis proposal.</p> <p>. . . completion of the doctoral dissertation.</p> <p>. . . seminar presentations in courses; Special Topic presentations.</p>	<p>-PhD students complete an AODA training module (noted on transcripts as "Accessible Customer Service") on working with persons with disabilities.</p> <p>-PhD students must demonstrate basic proficiency, equivalent to that achieved in a first-year university course, in two languages other than English; or demonstrate advanced proficiency, equivalent that gained in year 2+</p>

	<p>original contribution in a written form to a significant issue in the discipline which does all of the above.</p> <p>. . . an ability to present orally a concise, clear and engaging original argument which synthesises and/or critically analyses primary and secondary source material.</p>		<p>university courses, in one language other than English.</p> <p>-All graduate classes are conducted in seminar format, which encourages engaged oral and sophisticated written communication skills.</p>
Awareness of limits of knowledge	<p>. . . 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).</p> <p>. . . consciousness of both the strengths and weaknesses of any one approach to literature.</p>	<p>. . . the student's ability to propose manageable, well-defined papers and projects.</p> <p>. . . the student's ability to see gaps in existing research.</p> <p>. . . the student's ability to grasp the (dis)advantages of various methodologies and critical approaches.</p> <p>. . . the student's ability to anticipate counter-arguments.</p>	<p>-The PhD degree begins with coursework designed to supplement and enhance existing areas of strength in students' literary education. It subsequently emphasizes the value of in-depth, specialized knowledge through such program requirements as the Special Topic Presentation, the Field Exams, and the Thesis Proposal. Successful completion of each of these stages of the program depends upon the student's ability to define his/her area of research interest with precision, and in relation to extant scholarly work, thus demonstrating awareness of the limits of his/her knowledge.</p>