

MA Degree-Level Expectations, Learning Objectives, Requirements and Assessments

	<p style="text-align: center;"><i>Degree-Level Expectation</i> <i>“This degree is awarded to students who have demonstrated the following:”</i></p>	<p style="text-align: center;"><i>Program Learning Objective</i> <i>“By the end of this program, students will be able to:”</i></p>	<p style="text-align: center;"><i>Appropriate Degree Requirement & Assessment</i></p>
<p>1. <i>Depth and breadth of knowledge</i></p>	<p><i>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</i></p>	<ul style="list-style-type: none"> • articulate how sociology questions common-sense understandings of social issues, institutions, and relations • identify when a question is “sociological”, with reference to the discipline’s development • summarize central debates in sociological theory and methods • describe the main critiques of qualitative and quantitative research methods • identify key forces shaping social structures, inequalities, processes, and relations, and their change over time • summarize recent developments in two or more fields within sociology • critically assess key debates in two or more sociological fields 	<ul style="list-style-type: none"> • Coursework (assignments & participation) • Program Workshops (attendance) • RRP / Thesis proposal • RRP / Thesis

<p>2. <i>Research & scholarship</i></p>	<p><i>A conceptual understanding and methodological competence that:</i></p> <p><i>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</i></p> <p><i>b) Enables a critical evaluation of current research and scholarship in the discipline or area of professional competence;</i></p> <p><i>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and</i></p> <p><i>On the basis of that competence has shown at least one of the following:</i></p> <p><i>a) The development and support of a sustained argument in written form; or</i></p> <p><i>b) Originality in the application of knowledge.</i></p>	<ul style="list-style-type: none"> • identify the underlying theoretical assumptions involved in specific texts • critique the research strategies and logics employed in specific texts • articulate a research question, as distinct from a research topic • conduct advanced library research to locate literatures relevant to a research question • synthesize and critique literatures relevant to a research question • identify gaps in literatures relevant to a research question • develop research methods that fit a research question • conduct small-scale empirical research projects, involving appropriate data collection and analysis strategies • reflexively consider research ethics issues • <i>for RRP students:</i> develop and support a sustained, in-depth critical analysis and synthesis of sociological research literature • <i>for Thesis students:</i> develop and conduct an original research project, involving either empirical analysis or advanced theoretical analysis 	<ul style="list-style-type: none"> • Coursework (assignments & participation) • RRP / Thesis proposal • RRP / Thesis
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<p>3. <i>Level of application of knowledge</i></p>	<p><i>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or a specific problem or issue in a new setting</i></p>	<ul style="list-style-type: none"> • analyse sociological dimensions of social issues, institutions, and relations • assess competing evidence and draw evidence-informed conclusions • critically evaluate research by others • <i>for Thesis students:</i> identify how paradigms, concepts, and debates guide sociological research 	<ul style="list-style-type: none"> • Coursework (assignments & participation) • RRP / Thesis proposal • RRP / Thesis
<p>4. <i>Professional capacity/ autonomy</i></p>	<p><i>a) The qualities and transferable skills necessary for employment requiring:</i></p> <p><i>i) The exercise of initiative and of personal responsibility and accountability; and</i></p> <p><i>ii) Decision-making in complex situations;</i></p> <p><i>b) The intellectual independence required for continuing professional development;</i></p> <p><i>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible research; and</i></p>	<ul style="list-style-type: none"> • balance academic and non-academic activities • map out coursework plans that will complement RRP / thesis plans • manage time within graduate courses to complete readings and assignments • present references and bibliographic information in a standardized format • select a supervisory committee for a RRP / thesis project • communicate professionally with peers, faculty, and particularly the supervisory committee • plan and carry out a substantial project with the guidance of a supervisory committee • carry out a substantial project with the guidance of a supervisory committee • abide by principles of academic honesty • abide by Tri-Council ethics policies <p style="text-align: right;"><i>...cont'd</i></p>	<ul style="list-style-type: none"> • Coursework (assignments & participation) • Form supervisory committee • RRP / Thesis proposal • RRP / Thesis

	<i>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</i>	<ul style="list-style-type: none"> • explain how reflexivity enters into research ethics • express implications of RRP/ Thesis research 	
5. Level of communication skills	<i>The ability to communicate ideas, issues and conclusions clearly.</i>	<ul style="list-style-type: none"> • position an argument in relation to its expected audience's interests and level of knowledge • communicate an advanced analysis in a variety of writing formats, e.g., the outline, the essay, the one-page proposal, the RRP / thesis proposal • use spelling, syntax, and grammar correctly • communicate an advanced analysis in a clear oral presentation • answer questions effectively, including by negotiating with a questioner • participate in an advanced oral discussion / debate with peers in a classroom setting, including by employing active listening skills • initiate an advanced classroom discussion /debate on a specified topic • take notes and summarize a one- to three-hour discussion • receive, give, and respond to feedback constructively, including resolving conflicting feedback 	<ul style="list-style-type: none"> • Coursework (assignments & participation) • Program Workshops (attendance) • RRP / Thesis proposal • RRP / Thesis • RRP / Thesis defense

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		<ul style="list-style-type: none"> • <i>for RRP students</i>: address detailed questions on a sustained, in-depth analysis in a meeting with the supervisory committee • <i>for Thesis students</i>: defend an original research project in an oral examination setting 	
6. <i>Awareness of limits of knowledge</i>	<i>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</i>	<ul style="list-style-type: none"> • identify how an ambiguity, contradiction, or gap in knowledge could contribute to disciplinary discussions • explore sociological perspectives vis-à-vis those of other social sciences on the basis of their fundamental questions, epistemologies, paradigms, and / or concepts • develop and practice reflexivity regarding research ethics, e.g., in relation to social location, knowledge production, and engagement with diverse communities • identify future interests based on knowledge and its limitations, including those relevant for further graduate study in Sociology 	<ul style="list-style-type: none"> • Coursework (assignments & participation) • RRP / Thesis proposal • RRP / Thesis • RRP / Thesis defense