

Requirements, Outcomes, and Possible Accommodations for English Courses

1) Reading

Preamble: Reading is the process of engaging closely with texts for the purpose of finding significance and understanding meaning, whether explicit or implicit. In the simplest sense, it is the act of connecting words and images to a range of possible referents, but extends far beyond basic literacy to engage higher order tasks across diverse media.

Reading enlists rational cognition to take in concepts and ideas, but it also engages imaginative and affective forms of cognition to register sensory images and emotional and moral complexity. Out of this matrix of overlapping processes emerge complexities, ambiguities, and tensions that compel questioning, analysis, interpretation, critique, comparison, and contextualization. In this way, reading is a form of parallel processing that engages the mind in deep and immersive forms of attention that can resolve themselves in myriad ways to produce “a reading.”

Reading ability depends on:

- **Awareness of form:** the ability to recognize the significance of different modes of writing (narration, exposition, description, and argumentation), genre conventions, literary devices and style, and the historicity of form
- **Awareness of content:** the ability to critically discern the presence of ideas, ideologies, motifs, themes, identities, and historical, social, cultural, and political perspectives in literary representations
- **Awareness of context:** the ability to situate a text within formal, historical, political, social, and cultural contexts
- **Narrative understanding:** the ability to follow a story, develop expectations, and identify the significance of point of view, plot, setting, characterization, and theme
- **Poetic understanding:** the ability to perceive and discuss the meaning-making effects of rhythm, syntax, sound, and tone and to identify and discuss diction, line, meter, stanza, image, tropes, allusions, and figures of speech
- **Dramatic understanding:** the ability to identify and discuss: the significance of stagecraft (set, music, lighting, sound effects, props, costume, special effects) genre, plot, setting, character, and dramatic irony
- **Rhetorical understanding:** the ability to identify and evaluate rhetorical appeals (ethos, logos, pathos) and situations (setting, purpose, audience) and the structure of arguments (main ideas, supporting ideas, and practical logic)

Learning Outcomes focused on reading (excerpted from our official English Learner Outcomes):

Students graduating with a Bachelor's degree in English are able to:

- read texts of all kinds critically, and to assess their rhetorical, ideological and aesthetic strategies
- identify the conventions of a variety of genres, both general (such as poetry) and specific (such as the sonnet), and to identify ways in which individual texts work within, or expand the definitions of, that genre
- analyze specific literary devices and explain how those devices contribute to the meaning of a literary text
- explain the role of literature in articulating and creating categories of identity.
- explain how a text is produced by, and produces, its historical and cultural context
- use library resources to research a topic and use what they discover to illuminate a text
- read like a writer (i.e. be able to discern and evaluate the stylistic, syntactic, and rhetorical decisions of other writers)

Students graduating with an Honours Bachelor's degree in English are also able to:

- read texts critically in a variety of historical contexts
- identify and assess the social, environmental and other ethical themes presented in texts
- analyze texts from a variety of theoretical perspectives

Essential requirements:

In order to meet departmental learning outcomes, students must:

- read assigned texts in their entirety, and be responsible for having read all of the texts on the course
- engage in close reading of select assigned texts, paying attention to textual and contextual nuances, such as:
 - different modes of writing and variations in English language, including, but not restricted to: historical differences, world Englishes, styles (ex. poetic, theoretical, reportage, etc.)
 - genres and the conventions of specific genres
 - literary devices and their contribution to the meaning of texts

- formal and thematic significance
- contextual relations between cultural works and their historical contexts,
- content (ex. diversity of identity categories; various political viewpoints; wide range of life experiences; etc.)
- locate and read library resources (theory and criticism) when preparing research assignments, distinguishing between academic and non-academic sources and gathering material that illuminates a text, and
- read a text passage out loud (depending on specific course requirements)

Possible accommodations:

- make students aware of counseling services at beginning of term
- provide extra time
- allow use of alternative formats (described video, sub-titles, e-readers, audio books)
- allow use of summaries as support (not as substitution)
- allow descriptions of text where necessary or possible (ex. a blind student reading a concrete poem or graphic novel)
- provide reading lists in advance where possible

2) Writing

Preamble: Writing is the process and act of communicating via the written word. In English courses, it generally refers to the composition of academic assignments, but in practice, writing is not one thing but many things:

- **Invention-Critical Thinking:** the ability to use writing to generate and interrogate ideas
- **Argumentation:** writing that tries to prove the validity of a claim with relevant support
- **Exposition:** writing that informs, explains, and/or analyzes, and (in storytelling) also refers to background information
- **Description:** writing that creates distinctive and significant images and structures in the reader's mind
- **Narration:** writing that conveys a story to an audience by retelling events in the form of a plot
- **Organization:** the ability to arrange evidence in a logical and coherent sequence of paragraphs)
- **Research and Documentation:** the ability to find and cite evidence in support of a claim
- **Genre:** the ability to identify and use the conventions of a particular academic discipline
- **Revision:** the ability to refine and expand ideas throughout the writing process
- **Rhetoric:** the ability to envision an audience and craft appeals that will get and hold their attention
- **Style:** the ability to integrate literary conventions and devices into formal writing: narrative, detail, characterization, tone, voice, image, metaphor, etc.
- **Grammar, Punctuation, Usage:** the ability to observe standards of correctness in writing

Writing is one of the essential skills associated with an English degree and, as such, all accommodations should offer only substitutions that still require students to compose organized, coherent, and sustained written texts. Writing assignments may be completed either outside of class or during class time.

Learning Outcomes focused on Writing (excerpted from our official English Learner Outcomes):

Students graduating with a Bachelor's and and Honours Bachelor's degree in English are able to:

- write well: produce grammatically correct, clear, effective, clear, concise, correct, coherent, and persuasive prose
- communicate ideas effectively and coherently, in both the persuasive essay, and a variety of other forms
- apply their knowledge of how literature works to their own writing

Specialization in Writing

In addition to the BA and HBA English learner outcomes, students in the Writing Specialization achieve the following learning outcomes:

- identify parts of speech, parts of the sentence, and types of sentences.
- distinguish phrases and clauses
- write clear, concise, complete, courteous, and grammatically-correct prose in a variety of professional formats and genres
- analyze rhetorical situations and craft appeals to gain and hold audience attention
- recognize and appreciate the importance of reading to the craft of writing.
- recognize, use, combine, and experiment with literary modes, genres, conventions, and devices
- produce unified, engaging compositions that are free from errors in grammar, usage, and punctuation, that exhibit effective and coherent structure (beginning, middle, end) and that employ literary devices (plot, setting, point of view, characterization, figures of speech, theme, etc.)
- transform memory, experience, data, testimony, and observation into narration, exposition, description, and argumentation

Essential requirements: Literature, Film, and Cultural Studies Courses

In order to meet departmental learning outcomes, students must:

- demonstrate facility with language and expression
- adhere to designated word ranges, demonstrating, through sustained writing, the ability to select and thoroughly represent the most relevant ideas
- organize ideas in writing, utilizing the conventions of specific genres and genre-specific rhetorical strategies
- select, incorporate and analyze primary and secondary sources appropriate to the discipline and assignment
- develop and clarify relationships among ideas, considering relevant evidence and competing and alternative readings

- independently develop the form, content and style of the assignment and edit it for submission
- employ assigned, discipline-specific methods of citation and formatting
- create in discipline-specific and genre-specific ways
- distinguish their own ideas from a larger creative or critical discourse, and situate their ideas within the field

Essential Requirements: Academic Writing Courses

In order to meet departmental learning outcomes, students must:

- apply principles of effective composition: prewriting, organizing and outlining, drafting, revising, editing, and proofreading
- identify parts of speech, parts of the sentence, and types of sentences
- distinguish phrases and clauses
- apply principles of effective sentence construction: clarity, concision, coherence, correctness
- identify and fix common sentence problems: sentence fragments, comma splice, run-on sentence, dangling/misplaced modifiers, mixed constructions, and faulty parallelism
- use punctuation correctly
- apply principles of effective paragraphing: unity, coherence, topic sentence, and adequate development
- apply principles of effective research and argumentation: developing a topic, formulating research questions; finding and evaluating sources; using catalogs, indexes, and databases; crafting a thesis statement, organizing and integrating evidence; citing sources
- use MLA format correctly

Essential Requirements: Creative Writing Courses

In order to meet departmental learning outcomes, students must:

- use prewriting and invention strategies to summon creative ideas
- produce unified, engaging compositions within and across specific genres that exhibit effective structure and which employ literary modes and devices to guide and maintain the reader's attention
- identify, distinguish, and use suitable genre conventions, literary devices, and rhetorical modes where appropriate

- transform knowledge, facts, memory, experience, observation, data, and testimony into narration, exposition, description, and argumentation.
- transfer technical and aesthetic knowledge from reading to writing practice
- discuss and evaluate the work of contemporary authors
- present their writing in writing workshops in class
- evaluate the work of peers and offer specific, constructive feedback
- respond to peer and professor feedback in the rewriting and editing process

Essential Requirements: Professional Writing Courses

In order to meet departmental learning outcomes, students must:

- identify and analyze the purpose, audience, and context of professional writing tasks and find the appropriate diction and tone to carry out the message
- employ principles of effective planning, composing, and revising
- write clear, concise, complete, courteous, and grammatically correct prose in a variety of professional formats and genres
- design print and digital messages for optimal appeal and usability
- employ formatting and messaging conventions in accordance with the expectations of professional discourse communities
- apply principles of audience-focused messaging and cross-cultural communication
- identify parts of speech, parts of the sentence, and types of sentences
- use punctuation correctly

Possible accommodations:

- use of speech to text to compose written work
- use of grammar and spell check
- use of a computer for final exams
- use of a dictionary for final exam
- negotiating time taken to complete assignments

3) Speaking

Preamble: Speaking is here defined as the action of actively participating in oral academic communication. Central to English both as an academic discipline and as a degree that prepares students for a wide variety of future employment, active communication is a skill that privileges real time, in-person presence. Public and private sectors alike value active communication skills that take place in real time, skills which are developed and demonstrated through classroom interactions. It is therefore essential that **any accommodations preserve the dialogic, interactive, and social elements of speech as a form of communication separate from writing.**

There are many forms of speech, and many ways in which oral participation in speech can take place in the course of an English student's degree, including class participation, question and answer sessions, debates, oral presentations, oral exams, peer feedback, and group discussion.

Academic speech involves:

- **Dialogism:** learning in conversation with others allows students to test their ideas against those of others, to justify their own opinions while taking others seriously
- **Social Learning:** speaking in class fosters collaborative skills that will allow students to communicate effectively in a variety of situations, enhances student engagement (in both speaking and listening), and helps foster community in the classroom
- **Interaction:** interactive communication allows students to be active participants in the learning process (engaging in discussions, presentations, and debates), which helps create deeper and more nuanced understandings of concepts and helps prevent misunderstandings
- **Feedback:** student participation both allows professors to provide immediate evaluation of student understanding on a given topic, and provides a space for students to ask for clarification
- **Performance:** being able to present ideas clearly and effectively in an oral setting helps all students gain confidence in their ideas

Learning Outcomes focused on Speaking (excerpted from our official English Learner Outcomes):

Students graduating with a Bachelor's Degree in English are able to:

- communicate ideas effectively and coherently in a variety of forms
- demonstrate professional capacity and autonomy

Students graduating with an Honours Bachelor's degree in English are also able to:

- research a topic and present their findings to a class of advanced English students
- lead class discussion effectively.

Essential Requirements:

In order to meet departmental learning outcomes, students must:

- make constructive contributions to the learning environment by
 - attending scheduled classes
 - responding to questions and discussion prompts in ways that demonstrate active listening and engagement with discussion
 - asking questions
 - participating in class and/or group discussions
 - respectfully exchanging ideas synchronously with classmates
- plan and deliver successful live presentation(s) (in courses where this is a requirement) which demonstrate:
 - a focused, coherent expression of ideas
 - an understanding of course material
 - a tone and style appropriate for the audience and genre of the presentation
 - respectful, engaging responses to student and professor questions and answers
 - ability to keep within a specified timeframe

Possible Accommodations:

- the use of various assistive and augmentative technologies
- extra time
- participation in one-on-one, or in smaller groups, where appropriate
- online participation, where appropriate

4) Critical Thinking

Preamble: Critical thinking—about any subject, content, or problem—involves challenging assumptions, assessing and evaluating evidence, and synthesizing information in a logical and coherent manner. A critical thinker:

- develops clear and precise research questions
- creates arguments
- identifies gaps in arguments and existing knowledge
- promotes intellectual curiosity and self-reflection
- collects, assesses, and analyzes relevant information
- comes to well-reasoned conclusions and solutions
- situates ideas within existing class material and scholarship
- recognizes and assesses, as need be, their own and other's assumptions, biases, and ideologies
- critically examines the opinions, perspectives and values of various schools of thought and cultural perspectives
- communicates effectively with others in navigating complex problems

Learning Outcomes focused on Critical Thinking (excerpted from our official English Learner Outcomes):

Students Graduating with a Bachelor's degree will demonstrate the following abilities, both in writing and orally:

- identify the conventions of a variety of genres, both general (such as poetry) and specific (such as the sonnet), and to identify ways in which individual texts work within, or expand the definitions of, that genre
- analyze specific literary devices and explain how those devices contribute to the meaning of a literary text
- explain the role of literature in articulating and creating categories of identity.
- explain how a text is produced by, and produces, its historical and cultural context
- use library resources to research a topic and use what they discover to illuminate a text
- adapt the tools of literary analysis to cross-disciplinary inquiry
- explain the role of literature in articulating and creating categories of identity
- explain how a text is produced by, and produces, its historical and cultural context
- demonstrate knowledge of Indigenous literatures

- demonstrate knowledge of the effects of stereotyping prejudice, and racism on interactions between First Nations, Inuit, and Métis and others in Canadian Society
- demonstrate knowledge of anti-colonial, de-colonization, and other strategies to resist assimilation
- articulate an understanding of Indigenous worldviews
- demonstrate knowledge of the effects of assimilation and deculturalization

Honours Bachelor of Arts (English)

In addition to those learner outcomes associated with the BA (English), students graduating with an Honours Bachelor's degree in English are able to:

- think independently and critically about literature and the issues raised by texts
- identify and assess the social, environmental and other ethical themes presented in texts
- analyze texts from a variety of theoretical perspectives
- research a topic and present their findings to a class of advanced English students

Essential requirements:

In order to meet departmental learning outcomes, students must:

- employ scholarly research methods, such as:
 - generating and refining viable research topics and questions
 - accessing, selecting, and evaluating available information, arguments, and evidence on a given topic
 - integrating evidence and support from a diversity of sources in support of an argument
- think critically, which includes the requirements to:
 - identify and analyze tensions, conflicts, and complexities in texts and arguments
 - participate in a learning community by responding to, building on, and debating the ideas of others
 - evaluate texts and arguments
 - differentiate valid and invalid arguments and identify flaws and fallacies in reasoning
 - articulate and synthesize course concepts
 - evaluate, compare, and synthesize course materials and secondary texts

- produce and reflect on their original work, which includes the requirements to:
 - articulate their own ideas
 - utilize critical, theoretical, and practical concepts in the analysis of texts
 - employ logic in reasoning
 - demonstrate memory and recall by making connections between texts and concepts
 - identify and rectify flaws in arguments
 - respond to feedback in terms of revisions, questions, and comments on scaffolding assignments and in discussions
 - reflect on the justification of their own assumptions, beliefs, and values

Possible Accommodations:

- extra time
- chunking assignment deadlines to allow enough time for each stage of writing
- meeting with professor to work through and brainstorm ideas and to problem solve
- memory aids for facts

Essential Requirements MA in English & Cultural Studies

Preamble: In keeping with disciplinary standards, the MA program consists primarily of semester-long seminar courses organized around a specialized subtopic. In-class discussion of assigned readings, formal and/or informal presentations, and extended written assignments are the standard methods of evaluation. Students are responsible for all the assigned readings in a seminar course, even those that do not relate directly to their own presentations or are not referenced in their final research projects. Students are expected to develop and pursue their own independent research topics related to the course readings. Finally, one of the major differences between the undergraduate and the graduate programs in English is the absence of examinations.

In addition to formal written assignments, the assessment of comprehensive understanding of course materials relies on in-class presentations and in-class discussions of both the assigned readings and the presentations made by members of the seminar. Therefore, MA students are expected to attend seminar classes regularly, with the reading completed in advance, and to come prepared to discuss the readings with their peers. Regular attendance and participation in seminar classes cultivate an active learning community that is one of the hallmarks of graduate work in English and Cultural Studies.

In addition to the Learner Outcomes for the HBA, students Graduating with an MA in English have the following Learning Outcomes and Essential Requirements Reading Learner Outcomes:

1)Reading

Learner Outcomes focused on Reading:

Students graduating with an MA in English & Cultural Studies are able to:

- assess critical conversations and identify and access relevant scholarship.
- demonstrate knowledge of library and electronic research methods.
- demonstrate knowledge of the aims and procedures of textual scholarship and bibliography.
- demonstrate knowledge of current trends and debates in the discipline.

MA in English (Research Project Option)

In addition to the MA English learner outcomes, students in the Research Project Option achieve the following learning outcomes:

- conduct in-depth research into a specific genre, text, author, concept, and/or medium.
- demonstrate up-to-date knowledge of relevant critical, historical, and scholarly contexts and debates relevant to the research topic.

MA in English (Thesis Option)

In addition to the MA English learner outcomes, students in the Thesis Option achieve the following learning outcomes:

- conduct in-depth research into a specific genre, text, author, concept, and/or medium.
- demonstrate up-to-date knowledge of relevant critical, historical, and scholarly contexts and debates relevant to the research topic.

Essential Requirements for Reading:

In order to meet departmental learning outcomes, students must, in addition to the requirements for the HBA:

- read all assigned primary and secondary texts
- locate appropriate scholarly secondary sources relevant to their presentations, research papers and other assignments
- identify the argument of secondary sources and be able to evaluate the use of evidence in secondary sources
- situate their own arguments about primary texts in relation to the critical commentary found in relevant secondary sources

Possible accommodations:

- make students aware of counseling services at beginning of term
- provide extra time
- allow use of alternative formats (described video, sub-titles, e-readers, audio books)
- allow descriptions of text where necessary (ex. A blind student reading a concrete poem)

- provide reading lists in advance where possible

2) Writing

Learner Outcomes focused on Writing

Students graduating with an MA in English & Cultural Studies are able to:

- demonstrate advanced research, writing, communication, and analytical skills
- identify and implement appropriate theoretical and analytical strategies
- demonstrate knowledge of library and electronic research methods
- develop research and grant proposals
- communicate complex ideas in a variety of formats, including oral presentations, research essays, and other formats of their choice, such as creative projects or multimedia presentations
- demonstrate knowledge of the aims and procedures of textual scholarship and bibliography
- demonstrate knowledge of current trends and debates in the discipline
- synthesize relevant and current scholarly resources related to a variety of topics within the discipline
- formulate a sustained and substantive argument in response to primary and secondary materials

MA in English (Creative Project Option)

In addition to the MA English learner outcomes, students in the Creative Project option achieve the following learning outcomes:

- propose and justify a project that uses creative methodologies to investigate a specific problem, phenomenon, experience, or issue
- complete a substantial, unified, and original creative work that engages with a specific, recognized genre of literary, critical, or media practice
- demonstrate advanced skill in creative practice and a command of relevant genre conventions
- situate the project in relation to an existing body of contemporary creative work
- explain how the form of the project functions to serve creative and/or critical ends
- revise and edit creative work in response to feedback from supervisor and committee

MA in English (Research Project Option)

In addition to the MA English learner outcomes, students in the Research Project Option achieve the following learning outcomes:

- write a research proposal that outlines a specific critical problem, critical context, and theoretical or scholarly methodology
- articulate a clear line of argument over an extended analysis
- write a substantial research paper
- demonstrate up-to-date knowledge of relevant critical, historical, and scholarly contexts and debates relevant to the research topic
- integrate well chosen secondary sources into their own argument
- write complex analyses in clear prose
- situate a research project in the larger context of the discipline
- revise and edit written work in response to feedback from supervisor and committee

MA in English (Thesis Option)

In addition to the MA English learner outcomes, students in the Thesis Option achieve the following learning outcomes:

- write a research proposal that outlines a relevant specific critical problem, critical context, and theoretical or scholarly methodology
- articulate a clear line of argument over an extended analysis
- write a substantial and rigorous research paper
- thoroughly situate their own research in the evolution of a scholarly tradition surrounding individual periods, authors, issues, or texts
- demonstrate up-to-date knowledge of relevant critical, historical, and scholarly contexts and debates relevant to the research topic
- integrate well chosen secondary sources into their own argument.
- write complex analyses in clear prose
- revise and edit written work in response to feedback from supervisor and committee

Essential Requirements focused on Writing:

In order to meet departmental learning outcomes, students must, in addition to the requirements for the HBA:

- research a self-directed topic related to course materials
- produce work of increased length and sophistication (over the HBA)
- complete proposals or other scaffolded assignments in advance of final research papers
- incorporate feedback from proposals into the final research paper
- engage with scholarly criticism
- develop an argument using both primary and secondary texts in an extended fashion

MA level Creative Writing Courses

as with the Essential Requirements for undergraduate Writing Courses

- use prewriting and invention strategies to summon creative ideas
- produce unified, engaging compositions within and across specific genres that exhibit effective structure and which employ literary modes and devices to guide and maintain the reader's attention
- identify, distinguish, and use suitable genre conventions, literary devices, and rhetorical modes where appropriate
- transform knowledge, facts, memory, experience, observation, data, and testimony into narration, exposition, description, and argumentation.
- transfer technical and aesthetic knowledge from reading to writing practice
- discuss and evaluate the work of contemporary authors
- present their writing in writing workshops in class
- evaluate the work of peers and offer specific, constructive feedback
- respond to peer and professor feedback in the rewriting and editing process

Possible accommodations:

- use of speech to text to compose written work
- use of grammar and spell check
- negotiating time taken to complete assignments

3) Speaking

Speaking Learner Outcomes:

Students graduating with an MA in English & Cultural Studies are able to:

- demonstrate advanced research, writing, communication, and analytical skills
- respond analytically and collegially to colleagues' presentations
- participate in a collaborative learning community
- communicate complex ideas in a variety of formats, including oral presentations, research essays, and other formats of their choice, such as creative projects or multimedia presentations

Essential Requirements focused on Speaking:

In order to meet departmental learning outcomes, students must, in addition to the requirements for the HBA:

- Regularly engage in scholarly, collegial discussion related to assigned primary and secondary readings
- Demonstrate scholarly dialogue in seminar classes
- Model professional engagement in seminar classes
- Seminar presentations and discussions are an essential component of an MA program in English
- Engage with peers by: responding to colleagues' seminar presentations; posing discussion questions; responding to colleagues' questions about seminar presentations
- Link seminar presentation to other course readings
- Demonstrate collegial behavior in seminar classes

Possible Accommodations:

- the use of various assistive and augmentative technologies
- extra time
- participation in one-on-one, or in smaller groups, where appropriate
- online participation, where appropriate

Accommodations should preserve the dialogic nature of scholarly exchange in English & Cultural Studies

4) Critical Thinking

Critical Thinking Learner Outcomes:

Students graduating with an MA in English & Cultural Studies are able to:

- demonstrate advanced research, writing, communication, and analytical skills.
- assess critical conversations and identify and access relevant scholarship.
- identify and implement appropriate theoretical and analytical strategies.
- respond analytically and collegially to colleagues' presentations.
- articulate awareness of the importance of research ethics, including intellectual property and its implications for scholarly practice.
- conceptualize and implement a research plan.
- demonstrate knowledge of the aims and procedures of textual scholarship and bibliography.
- demonstrate knowledge of current trends and debates in the discipline.
- synthesize relevant and current scholarly resources related to a variety of topics within the discipline.
- formulate a sustained and substantive argument in response to primary and secondary materials.

MA in English (Creative Project Option)

In addition to the MA English learner outcomes, students in the Creative Project option achieve the following learning outcomes:

- propose and justify a project that uses creative methodologies to investigate a specific problem, phenomenon, experience, or issue.
- situate the project in relation to an existing body of contemporary creative work.
- explain how the form of the project functions to serve creative and/or critical ends.

MA in English (Research Project Option)

In addition to the MA English learner outcomes, students in the Research Project Option achieve the following learning outcomes:

- conduct in-depth research into a specific genre, text, author, concept, and/or medium
- articulate a clear line of argument over an extended analysis

- demonstrate up-to-date knowledge of relevant critical, historical, and scholarly contexts and debates relevant to the research topic
- integrate well-chosen secondary sources into their own argument
- situate a research project in the larger context of the discipline

MA in English (Thesis Option)

In addition to the MA English learner outcomes, students in the Thesis Option achieve the following learning outcomes:

- develop a self-directed research project
- develop a timeline for self-directed research and writing
- conduct in-depth research into a specific genre, text, author, concept, and/or medium
- articulate a clear line of argument over an extended analysis
- thoroughly situate their own research in the evolution of a scholarly tradition surrounding individual periods, authors, issues, or texts
- demonstrate up-to-date knowledge of relevant critical, historical, and scholarly contexts and debates relevant to the research topic
- integrate well-chosen secondary sources into their own argument

Essential Requirements focused on Critical Thinking:

In order to meet departmental learning outcomes, students must, in addition to the requirements for the HBA:

- demonstrate an understanding of the larger discipline
- read and analyze primary and secondary sources
- select and apply relevant critical frameworks

Possible Accommodations:

- extra time
- meeting with professor to work through and brainstorm ideas and to problem solve