rijksuniversiteit groningen / faculteit der letteren

Academic year 2024/2025

# Assessment plan

BA Arts, Culture and Media

## 1 / Vision of teaching and assessment

The ACM programme aligns itself with the intention of the Faculty of Arts to shape the curriculum according to the international requirements of the job market, among other things through novel pedagogical approaches and a teaching environment with an intercultural nature. It realizes this within a framework in which education is (a) research-motivated, (b) student-oriented and (c) activating in nature. *Research-motivated* means that right from the start of the programme students are confronted with the practice of scholarly research and are taught the necessary skills through a continuous trajectory of relevant assignments of steadily increasing difficulty. *Student-oriented* implies that all forms of instruction are designed to suit the required educational development of the student. *Activating* refers to the fact that students are not treated as passive consumers of knowledge, but are encouraged and urged to actively participate in their educational process. Depending on the stage of the Bachelor's programme, this may include activities such as oral and written presentations (either individual or as a group), discussions, or peer-reviewing. These educational principles are paired with a trajectory of instruction in which students first acquire scholarly skills and knowledge, then develop insight and learn to apply these skills and knowledge, before starting on a scholarly research project under supervision during the final stage of the programme.

## 2 / How to follow the assessment cycle (from design to evaluation and optimization)

The programme complies with the faculty's guidelines for the design and evaluation of tests, which are shown schematically in the figure below.




## 3 / Assessment dossier

The requirements of the assessment dossier are set out in §4 of the 'Protocol for Quality Assurance in the Assessment of Course Units' drawn up by the Board of Examiners.

When requested the examiner of the programme provides the Board of Examiners with an

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| | 'assessment dossier' containing the following:<br><br>a. the syllabus<br><br>b. the list of marks, comprising all marks that count towards the final mark<br><br>c. - for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key<br><br>- for written assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and a selection of completed assessment forms<br><br>d. the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available.<br><br>**a.** Parties involved<br><br>In 'Rules and responsibilities for the assessment of the Faculty of Arts', laid down by the Faculty Board of Arts on 28 May 2019 (modified on 13-02-2020), all parties involved in fulfilling duties related to the assessment are described.<br><br>With regard to the assessment dossier, the following guidelines and responsibilities are relevant.<br><br>If a course is part of the periodic evaluation of the Board of Examiners, the lecturer (or course coordinator) is requested to provide the information for the assessment dossier (upload on the Nestor site of the course). If, as a result of the evaluation, shortcomings are found in the basic quality of the assessment, the Board of Examiners will draw up a recommendation to the Cluster Board. The Cluster Board is responsible for drawing up an improvement plan with concrete measures to improve the identified shortcomings. The Board of Examiners will automatically include the course in question in its next assessment round. |

## 4 / Assessment timetable

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| Overview of learning outcomes of the degree programme | OER Part B |
| Matrix learning outcomes of the degree programme / course units | Appendix 1 |
| Overview of the intended learning outcomes of the course units and their modes of assessment | Appendix 2 |
| Additional regulations for the graduation dossier | Appendix 3 |

The objectives of the degree programme, set out in the learning outcomes of the degree programme (See OER-part B), form the guiding principles. All course units together fulfill a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments and distinguishes between a) course units with assessments that *lead up to* the attainment level set out in the programme-level learning outcomes and b) course units with assessments *at this attainment level* (in the latter case the learning outcomes of the course unit are thus identical to the programme-level learning outcomes of the degree programme). This distinction is expressed as follows:
"X1" and "X2" for summative assessment
"XF" for formative assessment
In parallel with the curriculum, the assessment programme (Appendix 2) offers an overview of modes of assessment and exam periods. In order to gain insight at the programme level

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| | into whether the chosen modes of assessment tie in with the learning outcomes of the course units and create a balanced mix in the run-up to the programme-level learning outcomes of the degree programme, the intended learning outcomes of the course units are related to their modes of assessment (Appendix 3). Specific rules may apply to certain components of the graduation dossier (e.g. for the thesis: approval of the thesis proposal, amount of supervision, resit) (Appendix 4). |

## 5 / Safeguarding of assessment quality by the Board of Examiners

The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units.

### a. Safeguarding of assessment quality at degree programme level

The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year.

### b. Safeguarding of assessment quality at course unit level

The Board of Examiners has a procedure for the assessments of all course units in a degree programme, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway , bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of theses is evaluated.

## 6 / Archiving

When selected, all necessary documents of the assessment dossier of a course unit are uploaded in the Nestor environment via the button 'Board of Examiners'. Per academic year an inventory list of all evaluated courses is made by the cluster secretariat.

## 7 / List of documents relevant to assessment

**Faculty vision of teaching and assessment** – see https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education.
**Rules and Regulations** – the internal regulations of the Board of Examiners.
**Rules and Responsibilities for the assessment of the Faculty of Arts**
**Teaching and Examination Regulations (TER = OER; *Onderwijs- en examregeling*)** – a legally binding document that applies to the entire cohort of students who start a degree programme in a certain academic year. The TER may also contain transitional arrangements for previous cohorts.
**Matrix of learning outcomes** – an appendix to the Assessment Plan that specifies the course units with *summative* assessment leading up to or at the level specified in the programme-level learning outcomes and the course units with formative assessment.
**Placement manual** – a manual for the placement course unit.
**Syllabus** – a document that sets out the details of the TER and the Assessment Plan at course unit level in accordance with the information in Ocasys.
**Assessment programme** - the implementation of the TER, Part A, art. 8.5

# Appendix 1. Matrix of learning outcomes of the degree programme / course units

**The learning outcomes of the degree programme Arts, Culture and Media are:**

| **Description of the Bachelor's level in accordance with the Dublin descriptors** | **Learning outcomes of the degree programme. Bachelor's graduates have:** |
|---|---|
| **A. Knowledge and understanding:**<br><br>Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds their secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study. | A1. understanding of the content and structure of the academic field covered by the degree programme, broad-based knowledge and understanding of a number of influential theoretical and methodological approaches to the arts and art worlds, and the ability to critically reflect on these<br>A2. demonstrable general knowledge of the historical developments of the arts, in relation to technological developments and economic-political and sociocultural history<br>A3. basic knowledge of the histories of thought on the arts and their functions<br>A4. general knowledge and understanding of the structure of art worlds, and how the arts function today<br>A5. basic understanding of art as a form of cognition<br>A6. thorough knowledge and understanding of the nature (analysis, history, theory) and the social functioning of at least one of the following three art forms: film, theatre or music, as well as one of the following five art forms: film, theatre, music, literature or modern and contemporary visual art<br>A7. [A&C] thorough knowledge and understanding of current critical discourses on arts and media, in particular at the interfaces of different art forms<br>A8. [APCE] understanding of the influence that organization (policy, management of institutions, entrepreneurship) of art worlds has on how the arts function |

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| **B. Applying knowledge and understanding:**<br><br>Graduates are able to apply their knowledge and understanding in a manner that indicates a professional approach to their job or profession, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study. | B1. the ability, based on their acquired knowledge, to describe and analyse a practical case study<br>B2. the ability to conduct literature and source research to answer a certain question by gathering, processing and analysing information<br>B3. the ability to work with others, possibly with different cultural backgrounds |
| **C. Making judgements:**<br><br>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to form judgements that include reflection on relevant social, academic or ethical issues. | C1. sufficient overview and understanding of the results, concepts and methods of the academic field to be able to recognize academic problems and determine their academic and social relevance<br>C2. the ability to critically examine research and research results in their chosen art discipline and form an opinion of them |
| **D. Communication / academic ethics**<br><br>Graduates are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. | D1. the ability to present the results of research in a clear and well-argued manner, in correct Dutch and/or English, both orally and in writing as well as audiovisually, to specialist and non-specialist audiences<br>D2. familiarity with the academic codes of behaviour/ethics regarding references to and use of the work and insights of others |
| **E. Learning skills**<br><br>Graduates have those learning skills that are necessary for students to continue to undertake further study with a high degree of autonomy. | E1. the ability to follow English-medium academic literature and debates in their field in efficient and effective ways. |

A&C = framework Analysis and Criticism  APCE = framework Arts, Policy and Cultural Entrepreneurship

## Matrix learning outcomes Bachelor degree programme Arts, Culture and Media 24 -25 [1]

XF – formative assessment: students receive information on how to attain end level for the competence concerned. Compensation is possible.
X1 and X2– summative assessment: the course unit tests the competence at end level of the programme. Compensation is not possible.

| | A. Knowledge and Understanding | | | | | | | | B. Applying Knowledge and Understanding | | | C. Making Judgements | | D. Communication and Academic Ethics | | E. Learning Skills |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 1 |
| **Year 1 Semester I** | | | | | | | | | | | | | | | | |
| Life Imagined A | X1 | X1 | XF | XF | XF | | | | | | | XF | | | | |
| Intro to AV Arts A *1 | XF | X1 | XF | | XF | | | | XF | | XF | XF | | | | |
| Sociology of the Arts I | X1 | | XF | X1 | | | | | XF | XF | | XF | | XF | | |
| Life Imagined B | X1 | X1 | XF | XF | XF | | | | | | | XF | | | | |
| Intro to AV Arts B *1 | XF | X1 | XF | | XF | | | | XF | | XF | XF | | | | |
| Sociology of the Arts II | X1 | | XF | X1 | | | | | XF | XF | | XF | | XF | | |

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| **Year 1 Semester II** | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Philosophy of Art | X2 | | X1 | | | | | | | XF | | | | XF | | XF |
| Film 1A | | X1 | XF | | XF | XF | | | XF | XF | | XF | | XF | | |
| Film 1B *2 | | X1 | | | XF | XF | | | XF | XF | | XF | | XF | XF | |
| Music 1A | | X1 | XF | | XF | XF | | | | XF | | XF | | XF | | |
| Music 1B *2 | | X1 | | XF | XF | XF | | | | XF | | XF | | XF | XF | |
| Theatre 1A | | X1 | XF | XF | | XF | | | | XF | | XF | | | XF | |
| Theatre 1B *2 | | X1 | | XF | | XF | | | | XF | | XF | | XF | XF | |
| Arts and Cognition | X2 | | | | X1 | | | | | XF | | | | XF | XF | |
| Literature I | | XF | | | | XF | | | | | | | | | | |
| Reality Contested | | XF | | | | XF | | | | | | | | | | |
| Blurring Boundaries in Arts | | XF | | | | XF | | | | | | | | | | |

| **Year 2 Semester I** | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Film II | | X2 | | | | XF | | | XF | | XF | | XF | XF | | XF |
| Music II | | X2 | | | | XF | | | | XF | | | | XF | | XF |
| Theatre II | | X2 | | | | XF | | | | XF | | | | XF | XF | XF |
| Profession Oriented Specialization APCE: | | | | | | | | | | | | | | | | |
| Empirical Methods: Arts, Policy & Education | | | XF | X1 | X2 | | | XF | XF | XF | | XF | XF | XF | X1 | XF |
| Profession Oriented Specialization A&C: | | | | | | | | | | | | | | | | |
| Mediality to Intermediality | | | XF | | XF | | XF | | XF | XF | | X1 | XF | XF | X1 | XF |
| Modern East Asian Art & Visual Culture | | XF | | | | XF | | | | | | | | XF | | XF |
| Culture and Literature 1 | | XF | | | | XF | | | | | | | | XF | | XF |
| Art Now | | XF | | | | XF | | | | | | | | XF | | XF |
| Culture and Literature 2 | | XF | | | | XF | | | | | | | | XF | | XF |

| **Year 2 Semester II** | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Film III | | | X2 | | | X1 | | | | X1 | | XF | XF | XF | XF | XF |
| Music III | | | X2 | | | X1 | | | | X1 | | XF | XF | XF | XF | XF |
| Theatre III | | | X2 | | | X1 | | | | X1 | | XF | XF | XF | XF | XF |
| Profession Oriented Specialization APCE: | | | | | | | | | | | | | | | | |
| Management and Entrepreneurship in the Arts | | | | X2 | | | | X1 | X1 | X1 | X1 | | | XF | XF | |
| Profession Oriented Specialization A&C: | | | | | | | | | | | | | | | | |
| Narrativity Across Media | | | | X2 | X2 | | X1 | | X1 | X1 | X1 | | | XF | XF | |
| Art & Architecture's Global Potentials | | | XF | | | XF | | | | XF | | XF | XF | XF | | XF |
| Culture and Literature 3 | | | XF | | | XF | | | | XF | | XF | XF | XF | | XF |
| Art & Environment | | | XF | | | XF | | | | XF | | XF | XF | XF | | XF |
| Literature II: Advanced Critical Theory | | | | | | XF | | | | XF | | | XF | XF | | XF |

| **Year 3 Semester I** | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subsidiary *3 | | | | | | | | | | | | | | | | |
| Subsidiary *3 | | | | | | | | | | | | | | | | |
| Subsidiary *3 | | | | | | | | | | | | | | | | |

| **Year 3 Semester II** | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arts in Practice: Film | | | | | | XF | | | | | X2 | XF | XF | | | |
| Arts in Practice: Music | | | | | | XF | | | | | X2 | XF | XF | | | |
| Arts in Practice: Theatre | | | | | | XF | | | | | X2 | XF | XF | | | |
| Arts in Practice: Working in the Dutch Infrastructure | | | | | | XF | | | | | X2 | XF | XF | | | |
| **Profession Oriented Specialisation APCE:** | | | | | | | | | | | | | | | | |
| Organising and Communicating in the Arts | | | | | | | | X2 | XF | XF | | X1 | | X1 | | X1 |
| **Profession Oriented Specialization A&C:** | | | | | | | | | | | | | | | | |
| Evaluating the Arts | | | | | | | X2 | | | | | | | X1 | | |
| Film: Advanced Seminar | | | | | | X2 | | | XF | XF | | X1 | X1 | X1 | X1 | X1 |
| Music: Advanced Seminar | | | | | | X2 | | | XF | XF | | X1 | X1 | X1 | X1 | X1 |
| Theatre: Advanced Seminar | | | | | | X2 | | | XF | XF | | X1 | X1 | X1 | X1 | X1 |
| Bachelor's Thesis | | | | | | | | | X2 | X2 | | X2 | X2 | X2 | X2 | X2 |

*1 The course unit diagnostically tests language proficiency in English/Dutch writing so students have an early indication whether they would need to improve on their English.

*2 The course unit(s) test English/Dutch language writing proficiency at the end level of the programme.

*3 Subsidiary course units (minor) have their own learning outcomes regarding '(application of) knowledge and understanding'. We assume that these course units also contribute to 'making judgements', 'communication' and 'learning skills', however not necessarily at the end level of the ACM programme.

# Appendix 2. Learning outcomes and their assessment in

| Year 1 | Semester 1 | | | | |
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| **Course Code and Title** | **Learning Pathway** | **Program Learning Outcome** | **F or S** | **Course Learning Outcome** | **Assessment** |
| **LWX015P05 Life Imagined A** | A. Knowledge and Understanding | 1 Theories and Methods | S1 | Have a first impression of the key questions and problems relevant to the study of Arts, Culture and Media | Essay Exam |
| | | 2 History | S1 | Give an overview of the historical developments of arts and media in (mainly) the Western-European tradition from prehistory (Paleolithic) till the Renaissance | Essay Exam Timeline Assignment |
| | | 3 Histories of Thought | F | Have a first impression of the key questions and problems relevant to the study of Arts, Culture and Media | Essay Exam |
| | | 4 Structure of Art Worlds | F | Give an overview of the historical developments of arts and media in (mainly) the Western-European tradition from prehistory (Paleolithic) till the Renaissance | Essay Exam |
| | | 5 Understanding Cognition | F | Basic understanding of art as a form of cultural cognition and its evolution throughout history. | Essay Exam Timeline Assignment |
| | C. Making Judgements | 1 Judging Relevance | F | Take a critical perspective on the history and historiography of art as a form of cultural consciousness. | Essay Exam |
| **LWX034P05 Introduction to Audiovisual Arts A** | A. Knowledge and Understanding | 1 Theories and Methods | F | Differentiate between various art forms and media in order to identify their creative, cultural, and aesthetic value | Seminar Discussion & Group Case Presentation |
| | | 2 History | S1 | Grasp and summarize core concepts from film, music, theatre, and performing arts theory and course readings | Exam |
| | | 3 Histories of Thought | F | Grasp and summarize core concepts from film, music, theatre, and performing arts theory and course readings | Exam |
| | | 5 Understanding Cognition | F | Differentiate between various art forms and media in order to identify their creative, cultural, and aesthetic value | Group Case Presentation/Exam |
| | B. Applying Knowledge and Understanding | 1 Case Analysis | F | Recognize these concepts' relations to contemporary audiovisual media. Through written work and discussion, identify a corpus of important audiovisual and performing artworks from the twentieth century to the present | Group Case Presentation/Exam |
| | | 3 Collaboration | F | In written and oral form, articulate an argument in relation to relevant artworks drawing from core theoretical concepts from the course | Group Case Presentation/Exam |
| | C. Making Judgements | 1 Judging Relevance | F | In written and oral form, articulate an argument in relation to relevant artworks drawing from core theoretical concepts from the course | Group Case Presentation and Exam |

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| **LWX027P05** | **A.** | 1 Theories and Methods | **S1** | Explain the main sociological research methods and evaluate their strengths and weaknesses, and recognize them when presented with concrete examples of art sociological research | Exam (S) and Weekly Assignments (F) |
| **Sociology** | **Knowledge and Understanding** | 3 Histories of Though | **F** | Explain the stratification of culture in terms of class. | Weekly Assignments |
| **of the** | | 4 Structure of Art Worlds | **S1** | Explain how cultural policies can be organised and carried out by policy instruments in various ways | Exam (S) and Weekly Assignments (F) |
| **Arts I** | **B.** | 1 Case Analysis | **F** | Perform a basic analysis of concrete case studies of cultural consumption and art policy | Weekly Assignments |
| | **Applying Knowledge and Understanding** | 2 Research Gathering | **F** | Perform a basic analysis of concrete case studies of cultural consumption and art policy | Weekly Assignments |
| | **C. Making Judgements** | 1 Judging Relevance | **F** | Explain the difference between institutional and functional approaches to art and, based on the latter approach, indicate the function(s) of art in society | Weekly Assignments |
| | **D. Communication and Ethics** | 1 Oral, Writing, AV Skills | **F** | Orally explain the specificity of art sociological research to an audience of interested listeners; Report on the main themes and issues in correct Dutch or English, based on an appropriate visual support. | Weekly Assignments |
| **LWX016P05** | **A.** | 1 Theories and Methods | **S1** | Have a first impression of the key questions and problems relevant to the study of Arts, Culture and Media | Exam |
| **Life** | | 2 History | **S1** | Give an overview of the historical developments of arts and media in (mainly) the Western-European tradition from prehistory (Paleolithic) till the Renaissance | Exam |
| **Imagined** | **Knowledge and Understanding** | 3 Histories of Thought | **F** | Have a first impression of the key questions and problems relevant to the study of Arts, Culture and Media | Exam |
| | | 4 Structure of Art Worlds | **F** | Have a first impression of the key questions and problems relevant to the study of Arts, Culture and Media | Exam |
| **B** | | 5 Understanding Cognition | **F** | Have a first impression of the key questions and problems relevant to the study of Arts, Culture and Media | Exam |
| | **C. Making Judgements** | 1 Judging Relevance | **F** | Give an overview of the historical developments of arts and media in (mainly) the Western-European tradition from prehistory (Paleolithic) till the Renaissance | Exam |

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| **LWX035P05** | **A.** | **1 Theories and Methods** | **F** | Gain broad-based knowledge and understanding of a number of influential theoretical and methodological approaches in the field of audio-visual arts, and the ability to critically reflect on these | Group Reading Report |
| **Introduction** | **Knowledge and Understanding** | **2 History** | **S1** | Acquire general knowledge of the historical developments of the arts, in relation to technological developments and economic-political and sociocultural history | Essay Exam |
| **to** | | **3 Histories of Thought** | **F** | Acquire basic knowledge of the histories of thought on the arts and their functions | All Group Assignments |
| **Audiovisual** | | **5 Understanding Cognition** | **F** | Acquire basic understanding of art as a form of cognition | Group Reading Report |
| **Arts B** | **B.** | **1 Case Analysis** | **F** | Based on their acquired knowledge, to describe and analyze a practical case study | Case Study Assignment |
| | **Applying Knowledge and Understanding** | **3 Collaboration** | **F** | The ability to work with others, possibly with different cultural backgrounds | All Group Assignments |
| | **C. Making Judgements** | **1 Judging Relevance** | **F** | Acquire a sufficient overview and understanding of the results, concepts, and methods of the academic field to be able to recognize academic problems and determine their academic and social relevance | All Group Assignments |
| **LWX028P05** | **A.** | **1 Theories and Methods** | **S1** | Enumerate the basic concepts of the three art sociological theories discussed in this course: Bourdieu's field theory, Becker's art world theory and Hennion's ANT-perspective on the performativity of art, as well as the pragmatic value perspective of Boltanski & Thévenot | Exam (S) and Presentation (F) |
| **Sociology** | **Knowledge and Understanding** | **3 Histories of Though** | **F** | Explain the research that sociologists carry out on the topics of gatekeepers, cultural organizations, creative work and digitalization to an audience of interested listeners | Presentation |
| **of the** | | **4 Structure of Art Worlds** | **S1** | Explain the research that sociologists carry out on the topics of gatekeepers, cultural organizations, creative work and digitalization to an audience of interested listeners | Exam (S) and Presentation (F) |
| **Arts II** | **B.** | **1 Case Analysis** | **F** | Analyse concrete situations in art worlds by means of a case study and empirical methods using the three perspectives | Presentation |
| | **Applying Knowledge and Understanding** | **2 Research Gathering** | **F** | Analyse concrete situations in art worlds by means of a case study and empirical methods using the three perspectives | Presentation |
| | **C. Making Judgements** | **1 Judging Relevance** | **F** | Analyse concrete situations in art worlds by means of a case study and empirical methods using the three perspectives | Presentation |
| | **D. Communication and Ethics** | **1 Oral, Writing, AV Skills** | **F** | Explain these theories and which types of questions they address to an audience of interested listeners; Report on these issues, orally and in written form, in correct Dutch or English | Presentation |

| Year 1 | Semester 2 | | | | |
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| **Course Code and Title** | **Learning Pathway** | **Program Learning Outcome** | **F or S** | **Course Learning Outcome** | **Assessment** |
| **LWX0111P05** | **A. Knowledge and Understanding** | 1 Theories and Methods | **S2** | Summarize, in their own words, a selection of the most important theories in the philosophy of art | Exam |
| **Philosophy of Art** | | 3 Histories of Thought | **S1** | Identify the most important thoughts in philosophical texts from the canon of the modern history of western-European aesthetics; Reproduce definitions of concepts regarding art and beauty by a selection of philosophers | Exam |
| | **B. Applying Knowledge and Understanding** | 2 Research Gathering | **F** | Illustrate, by means of examples of specific artworks and/or aesthetic experiences, the aforementioned theories and concepts | Exam & Seminar Study Questions |
| | **D. Communication and Ethics** | 1 Oral, Writing, AV Skills | **F** | Communicate their knowledge both orally and in written form in a clear manner | Exam & Seminar Study Questions |
| | **E. Learning Skills** | 1 Following Literature | **F** | Identify the most important thoughts in philosophical texts from the canon of the modern history of western-European aesthetics | Exam |
| **Students Follow 2 Arts 1 Courses (or 1 Arts I course and the Visual Arts or Literature equivalent)** | | | | | |
| **LWX027P05** | **A.** | 2 Histories | **S1** | List the basic technological premises / historical constraints of making and projecting moving images | Exam |
| **Film 1A** | **Knowledge and Understanding** | 3 Histories of Thought | **F** | Explain the differences among analytical genres (interpretation, introduction, review, evaluation, etc.) | Exam |
| | | 5 Understanding Cognition | **F** | Recognize, list and analyze films' triggering mechanisms | Exam |
| | | 6 Art Forms | **F** | List the basic technological premises / historical constraints of making and projecting moving images | Exam |
| | **B. Applying Knowledge** | 1 Case Study | **F** | Functionally analyze film scenes | Exam |
| | | 2 Research Gathering | **F** | Functionally analyze film scenes | Exam |
| | **C. Making Judgements** | 1 Judging Relevance | **F** | Reflect on the foundations of their 'analytical need' | Exam |
| | **D. Communication and Ethics** | 1 Oral, Writing, AV Skills | **F** | Present on the above in a clear and well-argued manner, in correct English, both orally and in writing | Exam |

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| **LWX023P05**<br><br>**Music 1A** | A.<br><br>Knowledge and Understanding | 2 Histories | S1 | Identify the main periods from Western music history; Explain basic concepts from music terminology | Exam |
| | | 3 Histories of Thought | F | Identify the basic traditions in Western musicology | Group Presentation |
| | | 5 Understanding Cognition | F | Explain the historical background of the phenomenon 'classical music' | Exam |
| | | 6 Art Forms | F | Identify the main developments in the history of recording technology and their impact; Recognize song form and/or rondo structures in music | Exam, Listening Exercises |
| | B. Applying Knowledge and Understanding | 2 Research Gathering | F | Identify basic trends in musicological research; Gather basic information about a given work or composer | Group Presentation |
| | C. Making Judgements | 1 Judging Relevance | F | Identify the problems regarding the 'work'-concept in music history | Exam |
| | D. Communication and Ethics | 1 Oral, Writing, AV Skills | F | Develop skills for public presentations of musicological research | Group Presentation |
| **LWX025P05**<br><br>**Theatre 1A** | A.<br><br>Knowledge and Understanding | 2 Histories | S1 | Show general knowledge of the major developments in theatre from its origins to the nineteenth century; | Exam |
| | | 3 Histories of Thought | F | Show a clear knowledge of the historical frameworks that have been used to study theatre and performance. S | Exam |
| | | 4 Structure of Art Worlds | F | Show a clear understanding of the national, social, and political functions that theatre has served across time | Exam |
| | | 6 Art Forms | F | Show an understanding of the way theatre has refashioned itself through its interactions with print, visual, and digital media as well as to meet changes in popular taste | Exam |
| | B. Applying Knowledge and Understanding | 2 Research Gathering | F | Conduct basic literature and source research to produce an academic essay | Paper Proposal |
| | C. Making Judgements | 1 Judging Relevance | F | Show general knowledge of the major developments in theatre from its origins to the nineteenth century | Exam |
| | D. Communication and Ethics | 2 Academic Ethics | F | Show a good grasp of and ability to follow basic rules of referencing and citation | Paper Proposal |
| **LWX036P10**<br><br>**Literature I** | A.<br><br>Knowledge and Understanding | 2 Histories | F | Understand artistic uses of language and literature as a language art and form of expression | Exam |
| | | 6 Art Forms | F | Understand artistic uses of language and literature as a language art and form of expression | Exam |
| **LKX024P05**<br><br>**Reality Contested** | A.<br><br>Knowledge and Understanding | 2 Histories | F | Understand of the most important developments in the field of the visual arts and photography between 1800-1914. | Midterm & Exam |
| | | 6 Art Forms | F | Understand of the most important developments in the field of the visual arts and photography between 1800-1914. | Midterm & Exam |

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| **LWX020P05**<br><br>**Film 1B** | **A.**<br><br>**Knowledge and Understanding** | **2 Histories** | **S1** | List the basic technological premises / historical constraints of making and projecting moving images | Exam |
| | | **3 Histories of Thought** | **F** | Explain the differences among analytical genres (interpretation, introduction, review, evaluation, etc.) | Exam |
| | | **5 Understanding Cognition** | **F** | Recognize, list and analyze films' triggering mechanisms | Exam |
| | | **6 Art Forms** | **F** | List the basic technological premises / historical constraints of making and projecting moving images | Exam |
| | **B.**<br><br>**B. Applying Knowledge and Understanding** | **1 Case Study** | **F** | Functionally analyze film scenes | Exam |
| | | **2 Research Gathering** | **F** | Functionally analyze film scenes | Exam |
| | **C. Making Judgements** | **1 Judging Relevance** | **F** | Reflect on the foundations of their 'analytical need' | Group Seminar Presentations |
| | **D. Communication and Ethics** | **1 Oral, Writing, AV Skills** | **F** | Present on the above in a clear and well-argued manner, in correct English, both orally and in writing | Group Seminar Presentations and Exam |
| | | **2 Academic Ethics** | **F** | Present on the above in a clear and well-argued manner, in correct English, both orally and in writing | Exam |

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| **LWX024P05**<br><br>**Music 1B** | **A.**<br><br>**Knowledge and Understanding** | **2 Histories** | **S1** | Develop a comprehensive historical understanding of the development of popular music genres during the twentieth century | Exam |
| | | **3 Histories of Thought** | **F** | Situate (and differentiate) a number of important popular music songs with regards their cultural, musicological, social and historical contexts | Group Presentation |
| | | **5 Understanding Cognition** | **F** | Identify important musicological characteristics relating to music performance and recording technologies and apply this knowledge to the formation of academic arguments and analysis and description of case studies | Course Paper |
| | | **6 Art Forms** | **F** | Recognize and understand the four major popular music song forms of this century | Group Form Presentation |
| | **B. Applying Knowledge and Understanding** | **2 Research Gathering** | **F** | Complete a detailed analysis of one musical/contextual comparison in the course paper which will include analysis and incorporation of musicological literature and source research | Course Paper |
| | **C. Making Judgements** | **1 Judging Relevance** | **F** | Identify important musicological characteristics relating to music performance and recording technologies and application this knowledge to the formation of academic arguments and analysis and description of case studies | Group Form Presentations & Course Paper |
| | **D. Communication and Ethics** | **1 Oral, Writing, AV Skills** | **F** | Complete a detailed analysis of musical/contextual comparison in the course paper in well-argued in correct English or Dutch | Course Paper |
| | | **2 Academic Ethics** | **F** | Complete a detailed analysis of musical/contextual comparison in the course paper that follows academic codes of behavior and ethics | Course Paper |

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| **LWX026P05**<br><br>**Theatre 1B** | **A.**<br><br>**Knowledge and Understanding** | **2 Histories** | **S1** | Follow some of key debates in the field of theatre history and theory through the study of course book and further relevant literature in English | Essay Exam |
| | | **4 Structure of Art Worlds** | **F** | Demonstrate a clear understanding of theatre's social role and function within modern and contemporary Western contexts | Group Performance Analysis |
| | | **6 Art Forms** | **F** | Demonstrate a clear understanding of the nature of theatre as an art form and medium and its relationship to other media | Group Performance Analysis |
| | **B. Applying Knowledge and Understanding** | **2 Research Gathering** | **F** | Conduct research on a performance project and critically process the findings | Group Performance Analysis |
| | **C. Making Judgements** | **1 Judging Relevance** | **F** | Demonstrate an awareness of basic theoretical and methodological approaches in the field of theatre studies and show a critical understanding of their usefulness in analysing dramatic texts and performances | Group reading Presentation |
| | **D. Communication and Ethics** | **1 Oral, Writing, AV Skills** | **F** | Hone writings skills towards producing a clear and well-argued piece of writing in correct English | Essay Exam |
| | | **2 Academic Ethics** | **F** | Show familiarity with the academic codes of behaviour/ethics regarding references to and use of the work and insights of others | Essay Exam |
| **LWX032P05**<br><br>**Arts and Cognition** | **A.**<br><br>**Knowledge and Understanding** | **1 Theories and Methodologies** | **S2** | Students are able to read and evaluate literature about the arts from a cognitive perspective | Exam |
| | | **5 Understanding Cognition** | **S1** | Students are able to think about the arts and cognition from an evolutionary and developmental perspective | Exam |
| | **B. Applying Knowledge and Understanding** | **2 Research Gathering** | **F** | Students are able to find and discuss relevant academic material about the arts from a cognitive perspective | Reading Related Assignments |
| | **D. Communication and Ethics** | **1 Oral, Writing, AV Skills** | **F** | Students are able to find and discuss relevant academic material about the arts from a cognitive perspective | Reading Related Assignments |
| | | **2 Academic Ethics** | **F** | Students are able to find and discuss relevant academic material about the arts from a cognitive perspective | Reading Related Assignments |
| **LKX020P05**<br><br>**Blurring Boundaries in Art** | **A.**<br><br>**Knowledge and Understanding** | **2 Histories** | **F** | Gain knowledge of the developments of the visual arts in Western Europe and the United States from 1914 until 1990 | Exam |
| | | **6 Art Forms** | **F** | Gain knowledge of the developments of the visual arts in Western Europe and the United States from 1914 until 1990 | Exam |

| Year 2 | Semester 1 | | | | |
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| **Course Code and Title** | **Learning Pathway** | **Program Learning Outcome** | **F or S** | **Course Learning Outcome** | **Assessment** |
| **Students Follow 2 Arts II Courses (or 1 Arts II course and the Visual Arts or Literature equivalent)** | | | | | |
| **LWX001B10** Film II | A. Knowledge and Understanding | 2 Histories | S2 | Demonstrate general knowledge of the historical developments of film in relation to artistic and technological developments and economic and sociocultural history | Midterm and Final Exam |
| | | 6 Art Forms | F | Demonstrate thorough knowledge and understanding of the history and the social functioning of film as an artform | Midterm and Final Exam |
| | B Applying Knowledge | 1 Case Study | F | Demonstrate the ability to conduct literature and source research to answer a certain question by gathering, processing and analyzing information | Oral Group Presentation |
| | | 3 Collaboration | F | Demonstrate the ability to conduct literature and source research to answer a certain question by gathering, processing and analyzing information | Oral Group Presentation |
| | C Making Judgments | 2 Forming Opinions | F | Demonstrate the ability to critically examine research and research results in film studies | Perusall |
| | D Communication and Ethics | 1 Oral, Written and AV Skills | F | Demonstrate the ability to present the results of research in a clear and well-argued manner, in correct Dutch and/or English, both orally and in writing, to specialist and non-specialist audiences | Oral Group Presentation |
| | E. Learning Skills | 1 Following Literature | F | Follow academic literature and debates in their field in efficient and effective ways | Perusall |
| **LWX003B10** Music II | A. Knowledge and Understanding | 2 Histories | S2 | Identify in some detail the historical achievements of major composers (e.g. Bach, Beethoven, Wagner, Brahms, Mahler, Strauss, Stravinsky, Schönberg, Messiaen, Shostakovich) of Western music history | Exam |
| | | 6 Art Forms | F | Explain the relation of their works to the specific aspects of the music life for which they were written | Exam |
| | B. Applying Knowledge | 2 Research Gathering | F | Develop their knowledge of Western art music in a well-written scholarly paper of ca. 4.000 words on a subject of their own choice, using properly referenced scholarly literature | Paper |
| | D Communication & Ethics | 1 Oral, Written & AV Skills | F | Give a coherent and informative presentation of ca. 10 minutes about a work from the classical music repertoire for a concert audience, using at least ca. 3 minutes of listening examples | Presentation & Paper |
| | E. Learning Skills | 1 Following Literature | F | Develop their knowledge of Western art music in a well-written scholarly paper of ca. 4.000 words on a subject of their own choice, using properly referenced scholarly literatur | Paper |

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| **LWX002B10**<br><br>**Theatre II** | A.<br>Knowledge and Understanding | 2 Histories | S2 | Demonstrate a clear understanding of the development of Western theatre from the late 19th century to the present, in relation to the broader aesthetic and cultural contexts | Exam |
| | | 6 Art Forms | F | Demonstrate a clear knowledge of the innovations of modernist and avant-garde movements and artists | Exam |
| | B. Applying Knowledge | 2 Research Gathering | F | Combine the study of the prescribed course materials with further independent research in offering their own insights into the topics explored | Essay |
| | D Communication and Ethics | 1 Oral, Written, AV Skills | F | Produce a piece of critical writing, drawing on primary and secondary sources. | Essay |
| | | 2 Academic Ethics | F | Show familiarity with the academic codes of behaviour/ethics regarding references to and use of the work of others. | Essay |
| | E. Learning Skills | 1 Following Literature | F | Be able to continue to follow the academic literature in English and engage with the debate in the field of theatre and performance studies | Essay |

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| **LKX042B05**<br><br>**Modern East Asian Art & Visual Culture** | A.<br>Knowledge and Understanding | 2 Arts Histories | F | Gain experience of using material culture and art productions in a variety of critical discourses that claim when, why, for whom and in what ways particular objects were significant | Essay |
| | | 6 Arts Forms | F | Understand what "art" meant in several different times and places | Essay |
| | D. Communication and Ethics | 1 Oral, Writing, AV Skills | F | Take responsibility in focusing their specific interests on particular media or practices of art, certain historical periods, or methodological approaches to the study of art history in China/East Asia. This will affect students' ability to carry out work required for writing assignments set during and/or at the end of the semester. | Essay |
| | E. Learning Skills | 1 Following Literature | F | Gain experience of using material culture and art productions in a variety of critical discourses that claim when, why, for whom and in what ways particular objects were significant | Essay |

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| **LKX024B05**<br><br>**Art Now** | A.<br>Knowledge and Understanding | 2 Arts Histories | F | Understand current developments in arts and art historical/critical discourse, and reflect on the studied sources, topics/debates and approaches | Exam |
| | | 6 Arts Forms | F | Understand reoccurring topics and debates in the international field of contemporary art | Exam |
| | D. Communication and Ethics | 1 Oral, Writing, AV Skills | F | Acquire skills needed for an academic profession, including the display of initiative and personal responsibility, conducting a discussion and conversation on academic level, perform a context sensitive attitude, ability to work independently and in a team and to tune to a target audience | Exam |
| | E. Learning Skills | 1 Following Literature | F | Understand reoccurring topics and debates in the international field of contemporary art | Exam |

**NOTE: Culture and Literature 1 and 2 are also options in year 2 semester 1, but do not appear here as multiple Culture and Literature 1 and 2 course options appear each year and so course learning objectives and assignments vary. As these courses are not responsible for end-level assessment of learning objectives in the ACM program, these**

**variations do not affect the achievement of program learning objectives for ACM students. See Ocasys for individual Culture and Literature course learning objectives.**

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| **LWX098B10** **Empirical Methods** | A. Knowledge and Understanding | 3 Histories of Thought | F | Critically describe, analyse and assess how the aesthetic and artistic experiences are conditioned by arts policy and/or arts education in concrete case studies | Exam 1 and Research report |
| | | 4 Structure of Art Worlds | S1 | Critically describe, analyse and assess how the aesthetic and artistic experiences are conditioned by arts policy and/or arts education in concrete case studies | Exam 1 and Research Report |
| | | 5 Cognition | S2 | Characterise the aesthetic and artistic experiences from a cognitive and a sociological perspective and explain their social relevance to an audience of interested listeners | Exam 1 Research Report |
| | | 8 Organization | F | Describe, analyse and assess how arts (policy) and/or arts education organisations may condition the aesthetic and artistic experiences | Exam 1 and Research Report |
| | B. Applying Knowledge | 1 Case Analysis | F | Use qualitative and quantitative methods of data collection and analysis to research aesthetic and artistic experiences in the context of arts policy and education | Exam 2 |
| | | 2 Research Gathering | F | Use qualitative and quantitative methods of data collection and analysis to research aesthetic and artistic experiences in the context of arts policy and education | Exam 2 |
| | C. Making Judgements | 1 Judging Relevance | F | Critically assess empirical research on arts policy and/or education when presented with examples of such research | Exam 2 |
| | | 2. Forming Opinions | | Critically assess empirical research on arts policy and/or education when presented with examples of such research | Exam 2 |
| | D. Communication and Ethics | 1 Oral, Writing, AV Skills | F | Describe different methods of qualitative and quantitative data collection and analysis and their specific characteristics and qualities to a general audience | Exam 2 |
| | | 2 Academic Ethics | S1 | Use correct academic ethics in designing, conducting and reporting empirical research on arts policy and/or education | Exam 2 and Research Report |
| | E. Learning Skills | 1 Following Literature | F | Characterise the aesthetic and artistic experiences from a cognitive and a sociological perspective and explain their social relevance to an audience of interested listeners | Exam 1 and Research Report |

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| **LWX077B10** **Mediality to Intermediality** | A. Knowledge and Understanding | 3 Histories of Thought | F | Understanding of current developments in the world of arts and media, especially where the boundaries between art forms are crossed (Degree program learning outcomes A3, A7) | Midterm |
| | | 5 Cognition | F | Broad knowledge and understanding of most important theoretical and methodological approaches to art and art-worlds. | Midterm |
| | | 7 Interarts Discourse | F | Understanding of current developments in the world of arts and media, especially where the boundaries between art forms are crossed (Degree program learning outcomes A3, A7) | Group Artistic Case Study |
| | B. Applying Knowledge | 1 Case Analysis | F | Apply knowledge gained in class to the description and analysis of a case study | Group Artistic Case Study; |
| | | 2 Research Gathering | F | Apply knowledge gained in class to the description and analysis of a case study | Midterm; Essay |
| | C. Making Judgements | 1 Judging Relevance | S1 | Apply knowledge gained in class to the description and analysis of a case study | Group Artistic Case Study |
| | | 2. Forming Opinions | F | Apply knowledge gained in class to the description and analysis of a case study | Group Artistic Case Study |
| | D. Communication and Ethics | 1 Oral, Writing, AV Skills | F | Apply knowledge gained in class to the description and analysis of a case study | Essay |
| | | 2 Academic Ethics | S1 | Apply knowledge gained in class to the description and analysis of a case study | Essay |
| | E. Learning Skills | 1 Following Literature | F | Perform a literature search in answer to a research question | Essay |

| Year 2 | Semester 2 | | | | |
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| **Course Code and Title** | **Learning Pathway** | **Program Learning Outcome** | **F or S** | **Course Learning Outcome** | **Assessment** |
| **Students Follow 2 Arts III Courses (or 1 Arts III course and the Visual Arts or Literature equivalent)** | | | | | |
| **LWX013B10** | **A.** | 3 Historical Thought | **S2** | Understand the differences between paradigms | Exam |
| **Film III** | **Knowledge and Understanding** | 6 Art Forms | **S1** | Understand the differences between paradigms | Exam |
| | **B. Applying Knowledge** | 2 Research Gathering | **F** | Enhance their capacities to frame a research question and develop a research proposal | Exam |
| | **C. Making Judgements** | 1 Making Judgements | **F** | Enhance their analytical skills | Group Presentation |
| | | 2 Forming Opinions | **F** | Understand the foundations of theorizing and research in the humanities | Group Presentation |
| | **D. Communication** | 1. Oral, Writing, AV Skills | **F** | Enhance their capacities to frame a research question and develop a research proposal | Exam |
| | **and Academic Ethics** | 2. Academic Ethics | **F** | Enhance their capacities to frame a research question and develop a research proposal | Exam |
| | **E. Learning Skills** | 1 Following Literature | **F** | Enhance their capacities to frame a research question and develop a research proposal | Exam |
| **LWX015B10** | **A.** | 3 Historical Thought | **S2** | Gain an overview of dominant theoretical approaches and methodologies in the field of popular music studies | Essay & Text Review |
| **Music III** | **Knowledge and Understanding** | 6 Art Forms | **S1** | Gain insight in popular music's social functions and genre history | Essay & Rext Review |
| | **B. Applying Knowledge** | 2 Research Gathering | **F** | Learn to apply cultural and theoretical concepts relevant for the study of popular music in discussion and written form and follow academic standards for citation and argumentation | Essay |
| | **C. Making Judgements** | 1 Making Judgements | **F** | Learn to apply cultural and theoretical concepts relevant for the study of popular music in discussion and written form and follow academic standards for citation and argumentation | Essay |
| | | 2 Forming Opinions | **F** | Learn to apply cultural and theoretical concepts relevant for the study of popular music in discussion and written form and follow academic standards for citation and argumentation | Essay + **Reading Roles** |
| | **D. Communication** | 1. Oral, Writing, AV Skills | **F** | Learn to apply cultural and theoretical concepts relevant for the study of popular music in discussion and written form and follow academic standards for citation and argumentation | Essay |
| | **and Academic Ethics** | 2. Academic Ethics | **F** | Learn to apply cultural and theoretical concepts relevant for the study of popular music in discussion and written form and follow academic standards for citation and argumentation | Essay |
| | **E. Learning Skills** | 1 Following Literature | **F** | Gain an overview of dominant theoretical approaches and methodologies in the field of popular music studies | Reading Roles |

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| **LWX014B10** | **A.** | 3 Historical Thought | **S2** | Discuss recent historical developments within contemporary theatre practice | Exam |
| **Theatre III** | **Knowledge and Understanding** | 6 Art Forms | **S1** | Identify specific characteristics of theatre and their importance for production, distribution, reception | Exam |
| | **B. Applying Knowledge** | 2 Research Gathering | **F** | Through written work and in discussion show the ability to identify relevant developments in the field of theatre | Essay |
| | **C. Making Judgements** | 1 Making Judgements | **F** | Analyse and interpret theatrical performances on the basis of sufficient knowledge of concrete performances in practice | Group Presentation |
| | | 2 Forming Opinions | **F** | Participate in the debate on theoretical approaches to analyse performances | Group Presentation |
| | **D. Communication** | 1. Oral, Writing, AV Skills | **F** | Through written work and in discussion show the ability to identify relevant developments in the field of theatre | Essay |
| | **And Academic Ethics** | 2. Academic Ethics | **F** | Through written work and in discussion show the ability to identify relevant developments in the field of theatre | Essay |
| | **E. Learning Skills** | 1 Following Literature | **F** | Through written work and in discussion show the ability to identify relevant developments in the field of theatre | Essay |

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| **LKX045B05** | **A.** | 3 Histories of Thought | **F** | assess views of urban experience in different cultures outside western descriptions (to drive towards a *global* interpretation) | Podcast Assignment & Individual Essay |
| **Art & Architecture's** | **Knowledge and Understanding** | 6 Arts Forms | **F** | understand how to analyze periods of art/architectural/cultural history as a paradigm for analyzing similar and divergent dimensions of space, time and themes | Podcast Assignment & Individual Essay |
| **Global Potentials** | **B. Applying Knowledge** | 2 Research Gathering | **F** | to enhance the podcast/discussion exercise via a critical use of sources and resources offered and indicated by the course and/or other usable material discovered through your own initiative | Podcast Assignment & Individual Essay |
| | **C. Making** | 1 Judging Relevance | **F** | assess views of urban experience in different cultures outside western descriptions (to drive towards a *global* interpretation) | Podcast Assignment & Individual Essay |
| | **Judgements** | 2. Forming Opinions | **F** | assess views of urban experience in different cultures outside western descriptions (to drive towards a *global* interpretation) | Podcast Assignment & Individual Essay |
| | **D. Communication and Ethics** | 1 Oral, Writing, AV Skills | **F** | to explore, to define and to organize a focused interest and to centre yourself within it in order consolidate your learning by two means (also Requirements *below*), which are: i). to present (via podcast), and ii). to write a well-planned discussion on a question of your own devising | Podcast Assignment & Individual Essay |
| | **E. Learning Skills** | 1 Following Literature | **F** | Learn to use a range of diverse sources, including sources of architectural history, city/town planning and urban culture, art historical sources, literary texts, and other relevant primary and secondary sources; it will familiarize students with modern library resources, specialist journals and archaeological reports and other relevant scholarly tools | Podcast Assignment & Individual Essay |

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| **LKX021B05** | **A.** | 3 Histories of Thought | **F** | Discuss the emergence of ecocritical art theory | Individual Essay |
| **Art & Environment** | **Knowledge and Understanding** | 6 Arts Forms | **F** | Discuss the emergence of ecocritical art theory | Individual Essay |
| | **B. Applying Knowledge** | 2 Research Gathering | **F** | Complete field research & autoethnographic research | Group Assignments |
| | **C. Making** | 1 Judging Relevance | **F** | Discuss key concepts in the field of environmental humanities | Individual Essay |
| | **Judgements** | 2. Forming Opinions | **F** | Discuss key concepts in the field of environmental humanities | Individual Essay |
| | **D. Communication and Ethics** | 1 Oral, Writing, AV Skills | **F** | Complete field research & autoethnographic research | Individual Essay |
| | **E. Learning Skills** | 1 Following Literature | **F** | Discuss the emergence of ecocritical art theory | Individual Essay |

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| **LWX097B05** | **A. Knowledge and Understanding** | 6 Arts Forms | **F** | Understand different forms of critical theory and their interconnectivity, and how to apply critical discourse to literature | Essay |
| **Literature II** | **B. Applying Knowledge** | 2 Research Gathering | **F** | Develop an argument in written form; Choose, and use, the appropriate tools for literary analysis and interpretation | Essay |
| **Advanced Critical** | **C. Making Judgements** | 2. Forming Opinions | **F** | Reflect upon the characteristics of the differing critical theories discussed | Essay |
| **Theory** | **D. Communication and Ethics** | 1 Oral, Writing, AV Skills | **F** | Present their findings in public to an audience of peers; Develop an argument in written form | Essay |
| | **E. Learning Skills** | 1 Following Literature | **F** | Reflect upon the characteristics of the differing critical theories discussed | Annotated Biblography |

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| **LWX102B10** | **A.** | 4 Structure of Art Wolds | **S2** | understand strategic and financial aspects of management in the world of cultural organizations | Individual Exam |
| **Management** | **Knowledge and Understanding** | 8 Organization | **S2** | understand strategic and financial aspects of management in the world of cultural organizations | Individual Exam |
| | **B. Applying Knowledge** | 1 Case Analysis | **S1** | understand strategic and financial aspects of management in the world of cultural organizations | Individual Exam |
| **and Entrepreneurship** | | 2 Research Gathering | **S1** | design a new cultural organization form | Individual Exam |
| | | 3 Collaboration | **S1** | write a team report and give a team presentation | Team report and presentation |
| **In the Arts** | **D. Communication** | 1. Oral, Writing, AV Skills | **F** | write a team report and give a team presentation; You learn how to present information in a clear and logical manner | Team report and presentation |
| | **and Academic Ethics** | 2. Academic Ethics | **F** | write a team report and give a team presentation | Team report and presentation |

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| **LWX078B10** | **A.** | **4 Structure of Art Wolds** | **S2** | Understand most important theoretical and methodological approaches to art and art worlds | Essay |
| | **Knowledge and Understanding** | **5 Understanding Cognition** | **S2** | Have thorough insight into current research on narrativity and its media-support in various (multi-media) art forms, with emphasis on forms that transgress or blend categories | Essay |
| **Narrativity** | | **7 Interarts Discourse** | **S1** | Have thorough insight into current research on narrativity and its media-support in various (multi-media) art forms, with emphasis on forms that transgress or blend categories | Group Presentation |
| **Across** | | | | | |
| **Media** | **B. Applying Knowledge** | **1 Case Analysis** | **S1** | Apply knowledge of the narrative dimension and its function gained and its function gained in class to the description and analysis of (multi-media, transmedial) works of art | Essay |
| | | **2 Research Gathering** | **S1** | Conduct literature and source research to answer a certain question by gathering, processing and analysing information | Essay |
| | | **3 Collaboration** | **S1** | Apply knowledge of the narrative dimension and its function gained and its function gained in class to the description and analysis of (multi-media, transmedial) works of art | Transmedia Storytelling Project |
| | **D. Communication** | **1. Oral, Writing, AV Skills** | **F** | Present their findings to their peers in a clear and well argued manner, orally and in written, in proper English or Dutch | Essay |
| | **and Academic Ethics** | **2. Academic Ethics** | **F** | Apply the ethical code of conduct concerning the reference and use of work and insights of others | Essay |

**NOTE: Culture and Literature 3 is also an option in year 2 semester 2a, but does not appear here as multiple Culture and Literature 3 course options appear each year and so course learning objectives and assignments vary. As these courses are not responsible for end-level assessment of learning objectives in the ACM program, these variations do not affect the achievement of program learning objectives for ACM students. See Ocasys for individual Culture and Literature course learning objectives.**

| **Year 3** | | | | | |
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| **Course Code and Title** | **Learning Pathway** | **Program Learning Outcome** | **F or S** | **Course Learning Outcome** | **Assessment** |
| **MINOR - Various** | | | | | |
| **LWX099B10** | **A. Knowledge and Understanding** | **6 Art Forms** | **F** | Acquire thorough knowledge and understanding of the nature (analysis, history, theory) and the social functioning of videographic criticism | Group Projects 1-3 |
| **Arts** | **B. Applying Knowledge and Understanding** | **3 Collaboration** | **S2** | Work with others, in groups, possibly with different cultural backgrounds, by creating a variety of videographic projects | Group Projects 1-3 |
| **in Practice:** | | | | | |
| **Film** | **C. Making Judgements** | **1 Making Judgements** | **F** | Apply their theoretical knowledge and understanding to a practical approach, i.e. describe and analyse a case study in different audiovisual forms | Final Report |
| | | **2 Forming Opinions** | **F** | Apply their theoretical knowledge and understanding to a practical approach, i.e. describe and analyse a case study in different audiovisual forms | Group Projects 1-3 |

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| **LWX100B10** **Arts in Practice: Music** | A. Knowledge and Understanding | 6 Art Forms | F | Establish knowledge of both historical and critical perspectives on music festivals and live music events and recognise their relevance for culture and society | Personal Reflection |
| | B. Applying Knowledge and Understanding | 3 Collaboration | S2 | Acquire practical skills relevant to music-event organisation through hands-on experience such as through collectively planning and organising a one-day/night music festival/event | Event Realization & Dossier |
| | C. Making Judgements | 1 Making Judgements | F | Establish knowledge of both historical and critical perspectives on music festivals and live music events and recognise their relevance for culture and society | Event Proposal & Personal Reflection |
| | | 2 Forming Opinions | F | Develop an understanding of how music events and festivals are organised | Event Dossier |
| **LWX101B10** **Arts in Practice: Theatre** | A. Knowledge and Understanding | 6 Art Forms | F | Establish thorough knowledge of critical perspectives on theatre practice and the different phases of creating and realizing a theatre performance | Exam |
| | B. Applying Knowledge and Understanding | 3 Collaboration | S2 | Apply these insight in creating a dramaturgical concept and realizing it in practice | Final Event |
| | C. Making Judgements | 1 Making Judgements | F | Acquire practical skills relevant to developing and realizing a theatre performance through choosing ideas, developing, collectively planning and organising a theatre production | Dramaturgical Concept |
| | | 2 Forming Opinions | F | Apply these insights in choosing and selecting ideas and content | Dramaturgical Concept |
| **LWX104B10** **Arts in Practice: Dutch Infrastructure** | A. Knowledge and Understanding | 6 Art Forms | F | Follow future developments in the cultural policy system and assess their impact on how the arts will be able to function as art in society | Cultural Institution Report |
| | B. Applying Knowledge and Understanding | 3 Collaboration | S2 | Work effectively in a team to analyse concrete policy cases and suggest possible solutions to problems | Policy Analysis |
| | C. Making Judgements | 1 Making Judgements | F | Formulate critique of concrete policy cases in an open manner that invites stakeholders to engage in conversation | Policy Analysis |
| | | 2 Forming Opinions | F | Weigh pros and cons of alternative solutions to concrete problems/issues in the Dutch cultural infrastructure | Policy Analysis |
| **LWX099B10** **Organising and Communicating in the Arts** | A. Knowledge and Understanding | 8 Organizing | S2 | Understanding how tradition and recent discourses on organization and communication affect the functioning of the arts in society | Final Strategy Report |
| | B. Applying Knowledge and Understanding | 1 Case Analysis | F | Conduct a practical application on the basis of literature in the form of the design of an organisation | Final Strategy Report |
| | | 2 Research Gathering | F | Conduct a practical application on the basis of literature in the form of the design of an organisation | Final Strategy Report |
| | C. Making Judgements | 1 Making Judgements | S1 | Critically discuss theoretical positions in the discussed field | Final Strategy Report |
| | D. Communication and Ethics | 1 Oral, Written, AV Skills | S1 | Translate theoretical insights in practical concepts understandable for an academic and lay audience | Final Strategy Report |
| | E. Learning Skills | 1 Following Literature | S1 | Conduct a practical application on the basis of literature in the form of the design of an organisation | Final Strategy Report |

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| **LWX082B05** | **A. Knowledge and Understanding** | **7 Organizing** | **S2** | Demonstrate their understanding of the field of contemporary arts criticism by designing a public critical identity for themselves and a coherent approach to producing criticism in the voice of that identity | Final Review Set |
| **Evaluating the Arts** | **D. Communication and Ethics** | **1 Oral, Written, AV Skills** | **S1** | Provide constructive editorial advice for various styles of critical arts reviewing, from professional written journalistic reviews to less traditional or experimental forms as well for criticism in video form; Craft and compose one's own unique art criticism (inspired by various models examined within the course and in self-study) with an awareness of the structural and stylistic ideals and norms of certain contemporary and historical critics in both written and video journalistic criticism and to a professional or near professional level of journalistic writing in English, including collaborative intercultural criticism; Adapt and conform to strict professional deadlines | Final Review Set, Editorial Triangle Work & Weekly Reviews |
| **LWX093B05** | **A. Knowledge and Understanding** | **6 Art Forms** | **S2** | enhance their film-analytical skills (analysing films' triggering mechanisms), and understand the differences among analytical genres (interpretation, • introduction, review, evaluation, etc.) | Audiovisual Essay |
| **Film:** | **B. Applying Knowledge and Understanding** | **1 Case Study** | **F** | Critically analyse visual information | Group Case Study Presentation |
| **Advanced** | | **2 Research Gathering** | **F** | Critically analyse visual information | Group Case Study Presentation |
| **Seminar** | **C. Making Judgements** | **1 Making Judgements** | **S1** | Understand the foundations of their 'analytical need,' | Audiovisual Essay |
| | | **2 Forming Opinions** | **S1** | Critically analyse visual information | Group Case Study Presentation |
| | **D. Communication** | **1 Oral, Writing, and AV Skills** | **S1** | Speak and write coherently and argumentatively | Audiovisual Essay |
| | **and Academic Ethics** | **2 Academic Ethics** | **S1** | Speak and write coherently and argumentatively | Audiovisual Essay |
| | **E. Learning Skills** | **1 Following Literature** | **S1** | Study effectively | Audiovisual Essay |

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| **LWX094B05**<br>**Music:**<br>**Advanced**<br>**Seminar** | A. Knowledge and Understanding | 6 Art Forms | S2 | Gain a broad knowledge of the nature and social functioning of music as it participates in transnational flows and contexts. Emphasis placed on familiarization with a range of global genres, including some relevant to the Dutch context | Essay & Reading Roles |
| | B. Applying Knowledge and Understanding | 1 Case Study | F | Learn to apply cultural and theoretical concepts relevant for the study of international popular music to a case study and conduct literature and source research to support analysis of that case study | Essay & research Blogs |
| | | 2 Research Gathering | F | As above | Essay & Research Blogs |
| | C. Making Judgements | 1 Making Judgements | S1 | Gain broad knowledge of and the ability to critically examine the academic literature in English on music and globalization. Gain an understanding of the results, concepts, and methods used in that literature and the academic and social relevance of the problems it discusses | Essay & Reading Roles |
| | | 2 Forming Opinions | S1 | As above | Essay |
| | D. Communication | 1 Oral, Writing, AV Skills | S1 | Complete a clear, well-polished, well-argued, and well-structured musicological essay in correct English and/or Dutch | Essay |
| | and Academic Ethics | 2 Academic Ethics | S1 | Properly cite research sources and compile a bibliography to academic standards | Essay |
| | E. Learning Skills | 1 Following Literature | S1 | Gain broad knowledge of and the ability to critically examine the academic literature in English on music and globalization. | Essay & Research Blogs |

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| **LWX095B05**<br>**Theatre:**<br>**Advanced**<br>**Seminar** | A. Knowledge and Understanding | 6 Art Forms | S2 | Identify the main approaches to acting in Western theater as well as their terminology and methodology | Essay |
| | B. Applying Knowledge and Understanding | 1 Case Study | F | Develop a thorough understanding of theatrical production from the perspective of acting | Essay |
| | | 2 Research Gathering | F | Develop a thorough understanding of theatrical production from the perspective of acting | Essay |
| | C. Making Judgements | 1 Making Judgements | S1 | Develop a thorough understanding of theatrical production from the perspective of acting | Essay |
| | | 2 Forming Opinions | S1 | Distinguish between different forms of creative processes and also to comprehend the grounds of the universalist aspirations of modernist theories of acting | Essay |
| | D. Communication | 1 Oral, Writing, AV Skills | S1 | Conduct research in a group and present the results in clear and well-argued manner, in English | Essay |
| | and Academic Ethics | 2 Academic Ethics | S1 | Show familiarity with the academic codes of behaviour/ethics regarding references to and use of the work and insights of others | Essay |
| | E. Learning Skills | 1 Following Literature | S1 | Show the ability to follow the academic literature in English and debates in their field in efficient and effective ways | Essay |

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| **LWX999B10**<br><br>**BA Thesis** | **B. Applying Knowledge** | **1 Case Analysis** | **S2** | Independently formulate a relevant question/hypothesis regarding the field of the ACM programme and develop an elementary academic research, execute the research and report on its outcomes | Thesis |
| | | **2 Research Gathering** | **S2** | Independently conduct a literature review of the relevant academic field(s) for their research question/hypothesis in such a manner that the collection and analysis of secondary literature leads to a well-argued and convincing answer to the research question / or proof (or disproof) of the hypothesis | Thesis |
| | **C. Making** | **1 Judging Relevance** | **S2** | As above | Thesis |
| | **Judgements** | **2. Forming Opinions** | **S2** | Critically assess current developments in the world of the arts and their carriers (media), in particular at the interfaces of different art forms [specialization Analysis & Criticism]; Critically assess how the organization (policy, management of institutions, entrepreneurship and marketing) of the art world affects how the arts function in society [Specialization Arts, Policy & Cultural Entrepreneurship] | Thesis |
| | **D. Communication** | **1 Oral, Writing, AV Skills** | **S2** | Present the results of their research in writing, using clear, concise and correct English or Dutch | Thesis |
| | **and Ethics** | **2 Academic Ethics** | **S2** | Present the results of their research in writing, using clear, concise and correct English or Dutch | Thesis |
| | **E. Learning Skills** | **1 Following Literature** | **S2** | Place the most important theories and methodologies concerning the field of the ACM programme within the academic field, and critically reflect on their applicability to their research question/hypothesis | Thesis |

# Appendix 3. Schematic Representation of Assessment Program

| Year 1 Semester 1 Block 1a | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Course Code and Title** | **Week 36-39** | **Week 41** | **Week 42** | **Week 43** | **Week 44 Exam week 1** | **Week 45 Exam week 2** | **Resit** |
| **LWX015P05 Life Imagined A** | Timeline group assignment | Timeline group assignment | Timeline group assignment | | Essay Exam | | **WEEK 3** Essay Exam |
| **LWX034P05 Introduction to Audiovisual Arts A** | Group Article Response (Once During Course) | Group Article Response (Once During Course) | Group Article Response (Once During Course) | Group Case Study Presentation | Short Essay- & Concept Definition Exam | | **WEEK 3** Short Essay- & Concept Definition Exam |
| **LWX027P05 Sociology of the Arts I** | Weekly presentation skills assignments | Weekly presentation skills assignments | Weekly presentation skills assignments | Weekly presentation skills assignments | | Written Exam | **WEEK 3** Written Exam |
| **Total Number ECTS tested** | | **Block 1a:** 3 x 5 ECTS = 15 ECTS | | | | | |

Note: Students should consult Brightspace/course manuals for the most current assessment information.

| Year 1 | Semester 1 | Block 1b | | | | | |
|---|---|---|---|---|---|---|---|
| **Course Code and Title** | **Week 46-49** | **Week 50** | **Week 51** | **Week 2** | **Week 3** Exam week 1 | **Week 4-5** Exam week 2/3 | **Resit** |
| **LWX016P05** **Life Imagined B** | Timeline assignment | Timeline assignment | Timeline assignment | | | **WEEK 4** Essay Exam | **WEEK 15** Essay Exam |
| **LWX034P05** **Introduction to Audiovisual Arts B** | Group Article Visualization, Group Case Study, Group Reading Report (Once During Course) | Group Article Visualization, Group Case Study, Group Reading Report (Once During Course) | Multiple Choice Quiz | Essay Exam | | | |
| **LWX028P05** **Sociology of the Arts I** | Presentation (Once during course) | Presentation (Once during course) | Presentation (Once during course) | Presentation (Once during course) | | **WEEK 4** Written Exam | **WEEK 14** Written Exam |
| **Total Number ECTS tested** | | **Block 1b:** 3 x 5 ECTS = 15 ECTS | | | **Semester 1:** 6 x 5 ECTS = 30 ECTS | | |

| Year 1 | Semester 2 | Block 2a | | | | | |
|---|---|---|---|---|---|---|---|
| **Course Code and Title** | **Week 6-9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** Exam week 1 | **Week 14-15** Exam week 2/3 | **Resit** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **LWX011P05**<br>**Philosophy of Art** | | | | | | **Week 14**<br>Exam | **WEEK 26**<br>Exam |

**Students Choose 2 Sets of Arts IA & Arts 1B Courses (or 1 set + the Literature or Visual Arts equivalent)**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **LWX027P05**<br>**Film 1A** | | | | | | **Week 14**<br>Exam | **WEEK 26**<br>Exam |
| **LWX023P05**<br>**Music 1A** | Listening Exercises, Group Presentation (Once per course) | Listening Exercises, Group Presentation (Once per course) | Listening Exercises, Group Presentation (Once per course) | Listening Exercises, Group Presentation (Once per course) | | **Week 14**<br>Exam | **WEEK 26**<br>Exam |
| **LWX025P05**<br>**Theatre 1A** | Oral Chapter Presentation (Once per course) | Oral Chapter Presentation (Once per course) | Paper Proposal | | | **Week 14**<br>Exam | **WEEK 26**<br>Exam |
| **LWX036P10**<br>**Literature IA** | | | | | Exam | Essay | |
| **LKX024P05**<br>**Reality Contested** | | Midterm Exam | | | | **Week 15**<br>Exam | **Week 26**<br>Resit Exam |

| | | |
|---|---|---|
| **Total Number ECTS tested** | **Block 2a:** 3 x 5 ECTS = 15 ECTS | **To date:** 9 x 5 ECTS = 45 ECTS |

| **Year 1 Semester 2 Block 2b** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Course Code and Title** | **Week 16-20** | **Week 21** | **Week 22** | **Week 23** | **Week 24**<br>**Exam week 1** | **Week 25-26**<br>**Exam week 2/3** | **Resit** |

**Students Choose 2 Arts I Courses (or 1 Arts I course and the Literature or Visual Arts equivalent)**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **LWX020P05**<br>**Film 1B** | Group Seminar Presentations (Once per course) | Group Seminar Presentations (Once per course) | Group Seminar Presentations (Once per course) | Group Seminar Presentations (Once per course) | | **Week 25**<br>Exam | **WEEK 27**<br>Exam |
| **LWX024P05**<br>**Music 1B** | Group Form Presentation (Twice per course) | Group Form Presentation (Twice per course) | | Group Form Presentation (Twice per course) | | **Week 24**<br>Exam | **WEEK 27**<br>Exam |
| **LWX026P05**<br>**Theatre 1B** | Group Reading Presentation (Once per course) & Persuall Assignments | Group Reading Presentation (Once per course) & Persuall Assignments | Group Reading Presentation (Once per course) & Persuall Assignments | Group Performance Analysis | Essay Exam | | Essay Exam |
| **LWX032P05**<br>**Arts and Cognition** | Reading Related Weekly Assignments | Reading Related Weekly Assignments | Reading Related Weekly Assignments | Reading Related Weekly Assignments | | **Week 25**<br>Exam | **WEEK 28**<br>Exam |
| **LKX020P05**<br>**Blurring Boundaries** | | | | | | **Week 25**<br>Exam | **Week 27**<br>Resit |
| **LWX036P10**<br>**Literature IB** | | | | | Exam | | |

| | | |
|---|---|---|
| **Total Number ECTS tested** | **Block 2b:** 3 x 5 ECTS = 15 ECTS | **To date:** 12 x 5 ECTS = 60 ECTS |

| Year 2 Semester 1 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Course Code and Title** | **Week 36-39** | **Week 41-45** | **Week 46-51** | **Week 2** | **Week 3 Exam week 1** | **Week 4-5 Exam week 2/3** | **Resit** |
| **Students Choose 2 Arts II Courses (or 1 Arts II Course + the applicable Literature or Visual Arts alternative) and 1 Specialization** | | | | | | | |
| **LWX001B10**<br>**Film II**<br><br>**LWX003B10**<br>**Music II** | Oral Presentation (once per course), Perusall (one text per week)<br><br>Listening Exercises, Individual presentation (Once per course) | Midterm Exam (week 43), Exam Resit (week 45) Perusall & Oral Presentation<br><br>Listening Exercises, Individual presentation (Once per course) | Oral Presentation (once per course), Perusall (one text per week)<br><br>**WEEK 50**<br>Course paper | Oral Presentation (once per course), Perusall (one text per week) | | Final Exam (week 5)<br><br>**WEEK 5**<br>Exam | Exam Resit (week 14)<br><br>**WEEK 13**<br>Exam Resit |
| **LWX002B10**<br>**Theatre II** | | **WEEK 43**<br>Essay (1500 words) | **WEEK 46**<br>Essay Resit | | | **WEEK 5**<br>Exam | **WEEK 13**<br>Exam Resit |
| **LKX042B05**<br>**Modern East Asian Art & Visual Culture** | | **Week 45**<br>Essay | | | | | |

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|---|---|---|---|---|---|---|---|
| **LKX024B05**<br><br>**Art Now** | | | In Class Assignments | | | EXAM | |

**Specialization: Arts, Policy & Cultural Entrepreneurship**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **LWX098B10**<br><br>**Empirical Methods** | Weekly assignments | **WEEK 44**<br>Exam 1 (on sociological / cognitive art theories) | Weekly assignments<br><br>Research assignment | Presentation Research assignment | | **WEEK 4**<br>Exam 2 on research methods & Research Report | **WEEK 3**<br>Midterm resit<br>**WEEK 13**<br>Exam 1 resit |

**Specialization: Analysis & Criticism**

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|---|---|---|---|---|---|---|---|
| **LWX077B10**<br><br>**Mediality to Intermediality** | | **WEEK 42**<br>Group Artistic Case Study<br>**WEEK 44**<br>Midterm Exam | | Essay | | | **WEEK 13**<br>Essay Resit |

| | | |
|---|---|---|
| **Total Number ECTS tested** | **Semester 1:** 3 x 10 ECTS = 30 ECTS | **To date:** 12 x 5 + 3 x 10 ECTS = 90 ECTS |

| **Year 2 Semester 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Course Code and Title** | **Week 6-12** | **Week 13-15** | **Week 16-20** | **Week 21-23** | **Week 24 Exam week 1** | **Week 25-26 Exam week 2/3** | **Resit** |

**Students Choose 2 Arts III Courses (or 1 Arts III and the equivalent Visual Art or Literature courses) and 1 Specialization**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **LWX013B10**<br><br>**Film III** | Group Oral Presentation (Once per course) | | Extended Written Comments (4 times per course) | | | **WEEK 25**<br>Exam | **WEEK 27**<br>Exam Resit |

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|---|---|---|---|---|---|---|---|
| **LWX015B10**<br>**Music III** | Reading Roles<br>**WEEK 12**<br>Music Genre Library Project | Text Review (Once per course) | Reading Roles<br>**WEEK 20**<br>Paper Abstract | Reading Roles | Essay (3000 words) | | **Week 26**<br>Essay Resit |
| **LWX014B10**<br>**Theatre III** | **WEEK 10**<br>Group Presentation | **WEEK 15**<br>Essay Proposal | **WEEK 20**<br>Essay | | Exam | | **WEEK 27**<br>Exam Resit |
| **LKX045B05**<br>**Art & Architecture's Global Potentials** | | **Week 14**<br>Individual Essay<br>**Week 15**<br>Group Podcast Assignment | | | | | |
| **LKX021B05**<br>**Art & Environment** | | | Group Assignments in Weeks 17,18,20 | | | Individual Essay & Group Assignment | |
| **LWX097B05**<br>**Literature II** | | | **Week 20**<br>Annotated Bibliography | | | **Week 25**<br>Essay | |

**Specialization Arts, Policy & Cultural Entrepreneurship**

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|---|---|---|---|---|---|---|---|
| **LWX102B10**<br>**Management and Entrepreneurship in the Arts** | | **WEEK 15**:<br>Individual Exam | | Group Report and Presentation | | | **WEEK 26**<br>Resit Individual Exam |

**Specialization Analysis & Criticism**

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| **LWX078B10**<br><br>**Narrativity Across Media** | Group Presentation (Once in Block 2a) | **WEEK 15**<br>Essay<br>(2500 words) | | | Transmedia Storytelling Project | | **WEEK 26**<br>Transmedia Storytelling Resit |
| **Total Number ECTS tested** | | | **Semester 2:** 3 x 10 ECTS = 30 ECTS | | | **To date:** 12 x 5 + 6 x 10 ECTS = 120 ECTS | |

| **Year 3 Semester 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **MINOR** | | | **Semester 1:** 30 ECTS | | | **To date:** 150 ECTS | |
| **Year 3 Semester 2** | | | | | | | |
| **Course Code and Title** | **Week 6-12** | **Week 13-15** | **Week 16-20** | **Week 21-23** | **Week 24 Exam week 1** | **Week 25-26 Exam week 2/3** | **Resit** |
| **Students Choose 1 Arts in Practice Course** | | | | | | | |
| **LWX099B10**<br><br>**Arts in Practice: Film** | **WEEK 9**<br>Group Audiovisual Plot Summary | | **WEEK 16**<br>Group Analytic Videographic Project | **WEEK 21**<br>Group Deformative Criticism | Final Report | | |
| **LWX100B10**<br><br>**Arts in Practice: Music** | **WEEK 8**<br>Event Pitches<br>**WEEK 9**<br>Event Proposal<br>**WEEK 12**<br>Event Budget | | | Event Realization | | **WEEK 26**<br>Personal Reflection & Event Dossier | |

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|---|---|---|---|---|---|---|---|
| **LWX101B10**<br>**Arts in Practice: Theatre** | **WEEK 7/8**<br>Group Play Presentation<br>**WEEK 10**<br>Dramaturgical Concept | | | Final Event | Essay Exam | | |
| **LWX104B10**<br>**Arts in Practice: Dutch Infrastructure** | | Group Policy Analysis | Cultural Institution report | | Policy Analysis | | |

**Students Continue their Chosen Specialization: Arts Policy and Cultural Entrepreneurship**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **LWX099B10**<br>**Organising and Communicating in the Arts** | Perusall Assignments | **WEEK 13**<br>Final Strategy Report | | | | | |

**Students Continue their Chosen Specialization: Analysis and Criticism**

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|---|---|---|---|---|---|---|---|
| **LWX082B05**<br>**Evaluating the Arts** | Weekly Reviews & Editing Work<br>**WEEK 12**<br>Final Review Set | | | | | | |
| **LWX093B05**<br>**Film: Advanced Seminar** | Group Case Study Presentation<br>**WEEK 10**<br>AV Essay proposal | **WEEK 14**<br>Audiovisual Essay | | | | | |
| **LWX094B05**<br>**Music: Advanced Seminar** | Weekly Reading Roles & Research Blogs | **WEEK 13**<br>Course Essay | | | | | |

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|---|---|---|---|---|---|---|---|
| **LWX095B05**<br><br>**Theatre: Advanced Seminar** | Group Presentation (2 per course) | **WEEK 14**<br>Course Essay (2500 words) | | | | | **WEEK 24**<br>Essay Resit |
| **LWX999B10**<br><br>**BA Thesis** | **WEEK 10**<br>Topic Idea<br>**WEEK 12**<br>Proposal | | | **WEEK 21**<br>Concept Version | Final Version | | **WEEK 26**<br>Thesis Resit |
| **Total Number ECTS tested** | | | **Semester 2:** 30 ECTS | | | **To date:** 180 ECTS | |

# Appendix 4. Additional regulations for the graduation dossier

**Academic year «year»2024 2025 | Semester I and II**

## Course unit syllabus
## Bachelor Thesis Arts, Culture and Media Studies

Arts, Culture And Media Studies

Bachelor, year 3

LWX999B10

Dr. Steven Willemsen (coordinator) + all other staff members

| 1 / | Type of course unit, number of ECTS credit points and admission requirements |
|---|---|
| a. | **Type:** major |
| b. | **ETCS credit points:** 10 ECTS |
| c. | **Admission requirements:**<br>• Propaedeutic phase completed<br>• The BA thesis may only be started once all course units in the second year and the thesis workshop have been followed.<br>N.B.1 The examinations for the course units in the first semester of the second year must have been passed.<br>N.B.2 The above-mentioned admission requirements do not apply to participation in the thesis workshop. |

| 2 / | Content of the course unit |
|---|---|
| | Writing a bachelor thesis is the conclusion of the bachelor programme Arts, Culture and Media Studies. The thesis demonstrates that students are able to develop a (small) academic research question or hypothesis and a suitable methodology to answer the question or prove/refute the hypothesis by critically assessing the academic literature available to their topic. The thesis relates to the profession-oriented specialization (APCE or A&C) and art discipline(s) students have chosen to specialize in. The volume of the thesis can vary according to the specialization chosen. Students write the thesis individually. |

| 3 / | Position of the course unit in the degree programme |
|---|---|
| | The bachelor thesis is the capstone of the bachelor programme. The thesis demonstrates students have mastered the learning outcomes of the programme and specialization within the programme. The thesis builds both upon the art disciplinary courses and the courses in the specialization (APCE of A&C) the student has chosen. |

| 4 / | Learning outcomes of the course unit |
|---|---|
| | Upon successful completion of the course unit, students are able to: |
| 1. | Independently formulate a relevant question/hypothesis regarding the field of the ACM programme and develop an elementary academic research, execute the |

| | |
|---|---|
| | research and report on its outcomes (degree programme outcomes A4, A7/8, B1, C1). |
| 2. | Independently conduct a literature review of the relevant academic field(s) for their research question/hypothesis in such a manner that the collection and analysis of secondary literature leads to a well-argued and convincing answer to the research question / or proof (or disproof) of the hypothesis (degree programme outcomes A4, A7/8, B2, C1). |
| 3. | Present the results of their research in writing, using clear, concise and correct English or Dutch (degree programme outcomes C2, D1, D2, E1, E2). |
| 4. | Place the most important theories and methodologies concerning the field of the ACM programme within the academic field, and critically reflect on their applicability to their research question/hypothesis (degree programme learning outcomes B2, C1, C2, E1, E2). |
| 5. | [for specialization A&C:] Critically assess current developments in the world of the arts and their carriers (media), in particular at the interfaces of different art forms (learning outcomes A7, B1, C2).<br><br>[for specialization APCE:] Critically assess how the organization (policy, management of institutions, entrepreneurship and marketing) of the art world affects how the arts function in society (degree programme learning outcomes A8, B1, C2). |

| 5 / | Mode of instruction and learning activities |
|---|---|
| | **During the first block of the semester** students start preparing for writing the thesis by developing a research proposal. This consists of the following steps:<br><br>● Choosing a suitable topic<br><br>● Reading up on the existing academic literature concerning this topic. (Do note: many students do not take into account the existing body of knowledge when choosing a topic. Topics which have been little researched are hardly ever suitable for writing an academic thesis.)<br><br>● Formulating a research question or hypothesis. (1 page A4)<br><br>● Developing a suitable methodology to tackle the research question.<br><br>● Writing a research proposal which:<br><br>○ details the *relevance* of the research question/hypothesis by briefly discussing the academic literature available on the topic, and |

| | |
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| | ○ provides a suitable *methodology* to tackle the question/hypothesis (2 to 3 pages A4).<br><br>**During the first half of the second semester** the trajectory starts with an Introduction Lecture providing an overview of the thesis requirements, planning, and instructions. Students then submit a first topic idea, based on which they are assigned to a discipline and supervisor. This is followed by discipline-specific workshops later in the block, aiding students in shaping their proposals, to be submitted at the end of the block.<br><br>**During the second block, semester** students write their bachelor thesis. This part of the course consists of an individual trajectory. Students are supervised by a staff member, while the second reader is not involved until the assessment procedure. |

| | |
|---|---|
| 6 / | Assessment |
| a. | Mode of assessment |
| | The course unit will be graded on two assignments: the research proposal and the final thesis. |
| b. | Assessment: duration, time and place; deadlines and procedures; perusal and resits |
| | All assignments, the research proposal and the final thesis must be handed in through Brightspace. Please, also send a copy of the proposal and the thesis to your individual supervisor.<br><br>A separate document with the planning of the course is available in the Course Information area on the Nestor site. This document provides a detailed overview of all deadlines for assignments and the thesis.<br><br>Brief summary of deadlines:<br><br>[NB please check Brightspace for confirmation of deadlines ]<br><br><u>Preparation phase (Block I)</u><br><br>Introductory Lecture – February 6th<br><br>Topic idea – March 6th<br><br>Full proposal – March 23d |

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| | Writing phase (Block II)<br><br>Concept version thesis – May 22d<br><br>Final version – June 13th<br><br>Resit/revisions – June 27th<br><br>You will receive an evaluation and grade around June 20th. If the thesis is not sufficient you can improve it based on the comments in the evaluation. Do note, your grade is not final up to this point as it is subject to review by a second reader of the thesis.<br><br>June 27th Second chance final version<br><br>You will receive an evaluation and grade around July 20th. If the thesis is not sufficient you have failed the course and must retake the course in the next season which implies writing a new research proposal.<br><br>For students who want to finish the thesis in the first semester a different schedule applies. This schedule is available in the Brightspace site under the button 'Thesis in Semester I' in the left hand menu. |
| c. | Assessment criteria |
| | **Research proposal**: the proposal will be evaluated based on the following criteria:<br>a. Formulation of a research question/hypothesis (learning outcome 1),<br>b. Relevance of the research question/hypothesis given the *status questionis* in the field (learning outcomes 2 and 4),<br>c. Relevance and adequacy of the proposed methodology (learning outcomes 2, 4 and 5),<br>d. Writing style: argumentation, grammar and spelling (learning outcome 3).<br><br>See the research proposal evaluation form in the Brightspace site.<br><br>Students either pass or fail the proposal. A student failing for the proposal is not allowed to start writing the thesis. They will receive comments and are allowed to improve the proposal based on those comments. **Final version bachelor thesis**: the bachelor thesis will be graded upon the following criteria:<br><br>1. Problem statement, method and theory: Does the thesis present a clear goal, method and answer to the problem statement? (learning outcomes 1, 2, 4 and 5) |

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| | 2. Structure: coherence of the thesis and use of concepts. (learning outcome 3)<br>3. Sources: are (academic and empirical) sources discussed critically and is the bibliography complete and consistent? (learning outcomes 3 and 4)<br>4. Stylistics: Use of language and consistency in reference style fitting for the framework, see below (learning outcomes 3, 4 and 5).<br>5. Formatting (learning outcome 3)<br>6. Writing process: have recommended revisions been executed to a satisfactory degree and has the student worked independently? (learning outcomes 1 and 2)<br><br>See the Thesis evaluation form for a more concise description of the criteria. The supervisor and second readers both independently grade the thesis on these criteria and agree on a final grade.<br><br>**Formal requirements for the final version of the thesis:**<br><br>If a final version of the bachelor thesis does not meet the following formal requirements, it will not be graded:<br><br>• Minimum of 8.000 words (excluding bibliography). Individual tutors can also apply a maximum word limit. These are particular to the specialization and topic of the thesis. Students should consult with their individual supervisor about the maximum length at the start of the thesis project. A lower minimum can be implemented in some cases, such as extensive empirical research projects.<br>• The thesis is formatted consistently.<br>• The thesis starts with a title page including the plagiarism clause that is singed by the student. See the WORD document provided on Brightspace.<br>• The main body of the thesis contains an introduction (detailing the research questions/hypothesis), is structured logically in chapters or sections, has a concluding chapter or section, and a bibliography.<br>• Consistent use of reference style:<br>  • APCE specialization: use Harvard or Chicago author date (also compulsory style for theses on Education),<br>  • A&C specialization: choose a style in consultation with your supervisor. |
| d. | Calculating preliminary and final marks |
| | Criteria 1. and 2. mentioned above are most important and therefore comprise 70% of the grade for the thesis.<br><br>Thesis are graded on a scale of 1 to 10. A mark 6.0 is sufficient. As the thesis is the conclusion of the bachelor programme, passing a thesis indicates the student is able to enter a master programme. The grade 6.0 indicates supervisors have serious doubts about the extent to which a student will be successful during a |

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| | master. Students receiving a 6.0 are advised to reconsider entering a master programme. |
| e. | Conditions of taking exams |
| | As mentioned above, students need to hand in a research proposal by the mentioned date. Not handing in a proposal implies they cannot write the thesis during this academic season.<br>Students who have failed the research proposal are not allowed to write a thesis. |
| f. | Example of tests |
| | Examples of research proposals are available on the Nestor site. During the second online lecture examples of thesis for each specialization and art discipline will be discussed. |

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| 7 / | Cheating and plagiarism |
| | Cheating and plagiarism are subject to the provisions set down in the TER (Article 8.17 of Part A of the BA TER or Article 4.13 of Part A of the MA TER).<br>The Board of Examiners is always informed in cases of suspected cheating or plagiarism. |

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| 8 / | Calculation of student workload |

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| | Thesis Workshop (2 ECTS) = 56 hours<br>• Online lectures (2x2 hours) 4 hours<br>• Preparation for lectures 16 hours (assignments 1 and 2)<br>• Workshops (2x2 hors) 4 hours<br>• Writing research proposal: 32 hours<br>Writing the thesis (3 ECTS):<br>• Preparation for the thesis: 66 hours<br>• Writing the concept version thesis: 118 hours<br>• Editing the concept thesis: 40 hours<br>Please, also note that a first reader of a thesis is awarded **13 hours** to read your work, comment to it and have meetings with you (including sending emails to set up these meetings). You cannot expect your supervisor putting in more time. So, use their time wisely. Also note that not sticking to deadlines (with or without notifying your supervisor) takes time for them. |

| 9 / | Literature |
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| | No compulsory literature, students independently review the literature available for applicability to their research question/hypothesis.<br>Suggested literature on writing a thesis:<br>Umberto Eco, Caterina Mongiat Farina, Geoff Farina, and Francesco Erspamer. 2015. *How to write a thesis?* Massachusetts: MIT Press.<br>See: https://books.google.nl/books/about/How_to_Write_a_Thesis.html?id=u3j3BgAAQBAJ&source=kp_cover&redir_esc=y&hl=nl<br>Kate L. Turabian. 2008. *A Manual for Writers of Research, Papers, Theses, and Dissertations, 8th edition. Chicago Style for Students and Researchers*. University of Chicago Press. |

| 10 / | Weekly schedule |
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| | A detailed schedule is available in the Course Information section of the Nestor site. |

| 11 / | Copyright |
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| | Respect the copyright to the teaching material.<br>All teaching material is protected by copyright. Students may not make photocopies of teaching material, exams and lectures other than for their own study purposes. In addition, teaching material may not be further distributed in any format. Deliberate violation of copyright is a criminal offence. The University of Groningen will take appropriate measures upon detecting such violations. |