rijksuniversiteit groningen / faculteit der letteren

Academic year 2025/2026

Assessment Plan

BA Communication and Information Studies (CIS)

1 / Vision of teaching and assessment

The CIS programme in Groningen is geared towards academic research on communication using language and visual signs. In our teaching we value to stress both the relationship with research and the relationship with professional practice. These relationships are explored in lectures and in assignments throughout the programme. From year one, students encounter examples from the research practice of staff members as part of their course readings or in assignments. Most of this research has a strong focus on valorisation; focussing on improving communication practices by professionals in educational, corporate or health care settings.

The CIS programme constitutes an international classroom in line with the RUG international class room project. The University of Groningen defines the international classroom as ''inclusive, active learning through a common language in which all students and lecturers engage in purposeful interactions with diverse ideas and diverse people to develop and demonstrate internationalized learning outcomes … in order to enhance the quality of teaching and learning and employability for all students. '' CIS implements this concept to suit the needs of our particular programme. Most notably, we prefer to speak of an intercultural classroom. International stresses the concept of nation, whereas we would like to emphasize cultural diversity.

In order to facilitate purposeful interactions, the programme implements active learning by students (in line with the educational policy of the RUG). Most courses offer seminars and small scale teaching environments that offer ample opportunity for class discussions based on assignments that students prepare and submit before the start of the seminar. Starting from year one, these assignments also involve small experiments and field work in order to further stimulate active learning. To this end, we also integrated a variety of teaching styles and teaching techniques in our programme involving blended learning and/or flipping the classroom.

Thus, the CIS programme creates an educational environment in which students are actively involved in their own educational process, generating knowledge in an activating academic community based on research output of the staff with a strong societal impact.

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

Assessment practices in the CIS programme are aligned with the protocols of the Faculty of Arts for designing, evaluating and optimizing assessment methods.

3 / Assessment dossier

a. The 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.

All the examiners of a degree programme must provide the Board of Examiners with an 'assessment dossier' containing the following:

a. the course syllabus

b. the list of marks, comprising all marks that count towards the final mark

c.

- for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key
- for all other types of assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and the assessment forms

d. the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc. - if available

b. Parties involved

The following parties are involved in fulfilling duties related to the assessment dossiers of the different courses of the programme:

-The course coordinator is responsible for formulating the syllabus and the design of tests based on the matrix learning outcomes (see appendix 1) of the programme. They use the syllabus format of the faculty for this and ensures there is a clear connection between the learning outcomes and the examination of the course.

-The course coordinator is also responsible for the assessment dossier of their course. The cluster board is responsible for checking whether this is done correctly, but has delegated this task to the secretariat, which will ask the course coordinators to provide the information necessary for the assessment dossier.

-The board of examiners assesses the assessment dossiers and discuss these with the responsible course coordinators.

The following parties are involved in fulfilling duties related to the assessment plan of the programme:

The programme coordinator is responsible for writing the assessment plan of the programme. He or she will submit the assessment plan for advice to the board of examiners and the programme committee. After their advice, the cluster board of Cluster 3 (MILLC) will finalise the concept assessment plan and send it to the Faculty Board. The Faculty Board will ask the Faculty Council for advice and will then formalise the assessment plan as an attachment to the TER of the programme.

4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix Appendix 1

Overview of the intended learning outcomes of the course units Appendix 2

Schematic overview of time periods intended for assessment, modes of assessment used Appendix 3

Overview language of courses in year 1,2 and 3 of the programme Appendix 4

The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendix 1), form the guiding principles. All course units together fulfil 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.

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 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. This information is integrated in Appendix 2.
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). These rules are set out in Appendix 3.

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.

6 / Archiving

Lecturers archive the Assessment Dossiers of their courses in the respective course environment folders created on Nestor for the purpose of evaluations by the Expertise Team / the Board of Examiners and future accreditation procedures.

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.

Teaching and Examination Regulations (TER = OER; *Onderwijs- en examenregeling*) – 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 of a 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, Article 8.5

Appendix 1. Overview of learning outcomes of the degree programme + matrix

		1. Knowledge and understanding				2. Applying knowledge and understanding						3.Making judgments		4. Communication		5. Learning skills
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	5.1
JAAR 1 semester 1																
vaktitel	**vakcode**															
Corporate and Organisational Communication 1: Introduction	LCX063P05	x	x			x	x	x		x					x	
Academic Skills 1	LCX019P05	x	x									x		x	x	
Persuasive Communication	LCX022P05	x	x	x												
Academic Skills 2	LCX020P05	x	x													
Intercultural Communication	LCX021P05	x	x			x							x	x	x	x
Language optimization Taaloptimalisatie	LCX024P05 LCX023P05	x	x					x					x			

JAAR 1 semester 2		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	5.1
vaktitel	**vakcode**															
Methodology for CIS: Qualitative	LCX018P05	x	x	x												
Text Analysis 1 Tekstanalyse 1	LCX023P05 LCX010P05	x		x		x										
Digital Communication	LCX009P05	x				x	x									
Conversation Analysis 1 Gespreksanalyse 1	LCX012X05 LCX011P05	x		x		x		x								
Methodology for CIS: Quantitative	LCX021P05	x				x	x	x	x		x			x		
Multimodal Communication	LCX017P05	x	x			x			x							

		1. Knowledge and understanding				2. Applying knowledge and understanding						3.Making judgments		4. Communication		5. Learning skills
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	5.1
JAAR 2 semester 1																
Vaktitel	**vakcode**															
Pictures in professional Communication	LCX038B05	x				x			x					x		
Statistics	LCX046B05						x	x			x	x		x		
Pragmatics Pragmatiek	LCX056B05 LCX058B05	x	x		X	x	x	x								
Questionnaire and Interview Design	LCX047B05	x	x					x			x	x		x		
Corporate and Organisational Communication 2: Marketing and Branding	LCX064B05	x				x	x		x	x		x		x	x	
Conversation Analysis 2 Gespreksanalyse 2	LCX053B05 LCX027B05	x	x			x		x	x		x			x		

JAAR 2 semester 2		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	5.1
Vaktitel	**vakcode**															
Design & Evaluation	LCX008B05	x				x			x				X	x		
Text Analysis 2 Tekstanalyse 2	LCX054B05 LCX026B05	x	x			x	X	x						x		
ASP voor NL Track	LCX051B05	x		x				x		x		x	X	x	x	x
Health Communication	LCX062B05	x					x						X	x		
Webdesign	LCX036B05	x		x						x	x			x		
Social Media	LIX017B05	x			x	x	x			x	x	x			x	
Statistics 2	LIX002X05						x	x			x	x		x		
Usability	LIX016B05	x		x					x	x					x	

JAAR 2 semester 2 Continued		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	5.1
Vaktitel	**vakcode**															
CIS Diversity Management I: Cultural Diversity	LCX061B05	X		X										X		X
CIS Diversity Management II: Linguistic Diversity	LCX060B05	X		X										X		X
L&S b: Introduction to Socio/Applied Linguistics	LEU060P05	X						X					X			X

		1. Knowledge and understanding				2. Applying knowledge and understanding						3.Making judgments		4. Communication		5. Learning skills
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	5.1
JAAR 3 semester 1																
vaktitel	**vakcode**															
Minor																
JAAR 3 semester 2																
Vaktitel	**vakcode**	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	5.1
Health Communication	LCX062B05	x					x						x	x		
Current Trends in CIS research	LCX057B05	x	x			X	x					x				x
CIS Diversity Management II	LCX060B05	x		x										x		x
Webdesign	LCX036B05	x		x						x	x			x		
Corporate and Organizational Communication 3: Responsible communication	LCX065B05	x	x			x	x	x	x			x	x	x	x	

JAAR 3 semester 2 Continued																
Vaktitel	**vakcode**	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	5.1
Statistics 2	LIX002X05					X				x		x		x	x	
CIS Case Study	LCX006B10							x	x	x		x	x		x	x
CIS BA Thesis and Seminar	LCX999B10 LCX995B10			x		X		x	x	x		x	x	x	x	x
Literature Review	LCX044B05	x	x		x	x								x		

Appendix 2. Overview of the intended learning outcomes of the course units

Year 1, semester 1			
Course title	**code**	**Learning outcomes**	
Corporate and Organisational Communication 1: Introduction	LCX063P05	1. Be familiar with the basic characteristic of corporate communication, its historical emergence and its relevance to contemporary organizations. (1.1) 2. Understand the development of the professional discipline of communication within organizations and the emergence of corporate communication. (1.2) 3. Draw on frameworks from theory and practice to understand how organizations manage their corporate identity. (2.1 & 2.3 & 2.5) 4. Analyse and understand how issues of public concern evolve and may affect organizations. (2.1 & 2.3 & 2.5) 5. Develop a communication strategy to deal with such issues and in line with the overall corporate strategy of an organization. (2.2 & 2.5) 6. Formulate specific messages and use specific message styles that creatively articulate those themes in an organization's communication. (2.2 & 2.5) 7. Work effectively in groups to produce the assignments and related in-class facilitation. (4.2)	

Academic Skills 1	LCX019P05	1. Use different academic searching, reading and writing strategies (learning outcome 1.1, 4.2.) 2. Recognise and evaluate features of academic writing (learning outcome 1.1) 3. Review and synthesise academic sources on a CIS subject of study. (learning outcome 1.1, 1.2) 4. Write a literature review with a research question in academic English (learning outcome 4.1, 4.2) 5. Do a presentation to present work in progress, and give peer feedback (learning outcome 4.2, 3.1)	
Persuasive Communication	LCX022P05	1. describe and reproduce important theories and models of persuasion and persuasive communication in some detail (1.1 and 1.2) 2. describe and reproduce a number of pertinent findings and concepts from recent empirical persuasion research (1.3)	
Academic Skills 2	LCX020P05	1. Recognize the different research methods and the key methodological notions that are used in the programme of Communication and Information Studies (1.1) 2. Interpret the methodological features (e.g., design, sample. instruments, procedures) of peer-reviewed publications on diverse CIS topics and research (1.2) 3. Recognize the different research methods and the key methodological notions that are used in the programme of Communication and Information Studies (1.1) 4. Interpret the methodological features (e.g., design, sample. instruments, procedures) of peer-reviewed publications on diverse CIS topics and research (1.2)	

Intercultural Communication	LCX021P05	1. Define culture and how it is related to communication, and recognise the extent to which culture affects thinking and interactions (1.1, 1.2) 2. Critically evaluate and use recognised models and theories of communication to analyse different aspects of culture and intercultural interactions (1.2, 2.1, 3.2); 3. Critically reflect on personal experiences and use the reflections as basis for personal development, in order to develop an intercultural sensitivity and reflective practice for lifelong learning (3.2, 4.1, 4.2, 5.1)	
Language optimization Taaloptimalisatie	LCX024P05L CX023P05	1. Describe basic concepts from the descriptive grammar(s) of English (and of Dutch, in the Dutch track) (1.1) 2. Describe basic concepts from subdisciplines within linguistic theory (morphology, semantics, syntax) (1.1) 3. Describe linguistic structures (words, phrases and sentences) by using basic analytical procedures from linguistic theory (1.2, 2.3, 3.2) 4. Describe forms and effects of language use by applying basic concepts from descriptive grammar and linguistic theory (1.2, 2.3, 3.2)	
Year 1 semester 2			
Course title	**code**	**Learning outcomes**	**Assessment type(s)**

Methodology for CIS: Qualitative	LCX018P05	Upon successful completion of the course unit, students are able to: 1. Explain traditions and discussions in qualitative methodology, focusing on assumptions, principles and practices (1.1, 1.2). 2. Identify qualitative research methods, focusing on grounded theory, observation, interviewing and document analysis (1.1). 3. Explain fundamental concepts and terminology used in qualitative research (1.1). Apply / extend these fundamental concepts and terminology (used in qualitative research) to different given contexts of use (1.3)	
Text Analysis 1 Tekstanalyse 1	LCX023P05 LCX010P05	1. Describe important concepts and theoretical insights in the field of discourse studies focusing on monological texts (1.1, 1.3) 2. Analyze characteristics and effects of monological texts making use of the theoretical notions referred to above (2.1) 3. Use these theoretical notions to evaluate text quality and propose editing options (2.1)	

Digital Communication	LCX009P05	1. Identify how information is processed by computers and transmitted via the internet (1.1) 2. Identify how information is exchanged between users, computer interfaces, and artificial intelligence (1.1) 3. identify how public digital communication in recent CIS contexts looks like (1.1) 4. identify how digital contexts shape and change participants, norms, and actions (1.1) 5. understand and apply theoretical concepts of digital, multimodal and AI-constructed communication to digital examples from the CIS contexts (2.1) 6. understand and apply the notion of algorithms and algorithmic culture to examples from digital communication (2.1) 7. understand and apply the notion of filter bubbles and fake news to identify how digital and social media platforms inhibit and promote the propagation of information in social media platforms (2.1) 8. apply methods from digital communication research to a wide variety of digital examples (2.2)	

			Week 1-7 Lecture weeks
Conversation Analysis 1 Gespreksanalyse 1	LCX012X05 LCX011P05	1. State the basic principles of the Conversation Analytic methodology (1.1, 1.3) 2. Describe the key concepts in the field of Conversation Analysis (1.1, 1.3) 3. Recognize the key concepts in (transcripts of) real-life conversations (2.1) 4. Apply CA-techniques in analysing conversational data (2.1, 2.3)	
Methodology for CIS: Quantitative	LCX021P05	1. Explain and apply basic concepts that are relevant for quantitative methods, such as the experiment, quantitative corpus analysis, and survey research (1.1) 2. Design and conduct an experimental study (2.1, 2.2) 3. Analyse the results of an experimental study (2.3, 2.4) 4. Report about quantitative methods and research in written form (2.6, 4.1)	
Multimodal Communication	LCX017P05	1. Relate information transfer through different modalities and media to central questions, theories and applications in research on multimodal communication (1.1); 2. Recognize, integrate and reflect on multimodal communication in CIS research (1.2); 3. Apply theory and method of multimodal analysis to multimodal data in a wide variety of contexts (2.1)	

		4. Individually conduct a multimodal research project along the lines of a pre-defined setup (2.4)	

Year 2 semester 1			
Course title	**code**	**Learning outcomes**	**Assessment type(s)**
Pictures in professional Communication	LCX038B05	1. Relate visual information transfer to central questions, theories and concepts in CIS research on visual language, multimodal communication and document design (1.1); 2. Describe and analyse form and content relationships in visual language using theoretical models (2.1); 3. Analyse and evaluate visual information representation for a context of use through an iteratively designed method (2.4); 4. Write coherent research reports according to academic guidelines (4.1).	

Statistics	LCX046B05	1. Understand basic concepts of descriptive and inferential statistics at a high enough level to be able to apply them. Specifically, the student knows what p-values are, what hypothesis testing means, what z-scores are and how data can be visualized (2.2)). 2. Understand various statistical methods (i.e. simple & multiple linear regression, correlation, logistic regression, and Cronbach's alpha); (2.2,2.3) 3. Apply various statistical methods (i.e. simple & multiple linear regression, correlation, logistic regression and Cronbach's alpha) to existing data sets; (2.2,2.3) 4. Report the results of the above statistical tests and techniques fully and correctly. The report needs to consist of the following elements: the research question, the nul-hypothesis and the alternative hypothesis, the significance threshold, the results of the statistical test, the effect size and the conclusion of the test (reject nul-hypothesis, or retain nul-hypothesis) (4.1) 5. Critically review scientific literature in which statistical results are discussed (3.1) Use the statistical software R to conduct the aforementioned statistical analyses (2.3,2.6,4.1)	

Pragmatics Pragmatiek	LCX056B05	1. Have broad knowledge and understanding of pragmatic theories. (1.1) 2. Have an understanding of the role of context and culture in language use. (1.2) 3. Have knowledge of how different disciplines (sociology, ethology, philosophy) study language use from different perspectives and how theories within these disciplines relate to each other (1.4) 4. Are able to verbalize pragmatic theories from different disciplines in their own words (2.1) 5. Are able to formulate the relevance of pragmatic theories for a CIS perspective (2.2) 6. Are able to apply theoretical concepts in the analysis of actual language use in different modalities (2.3)	
Questionnaire and Interview Design	LCX047B05	1. Mention and recognize the most important theoretical concepts in designing and evaluating questionnaires (1.1 and 1.2) 2. Evaluate a questionnaire(3.1, 2.3) 3. conduct a survey study, and report on this study in a scientific report (4.1) 4. Give advice on the quality of a questionnaire, and discuss and justify the choices in designing a questionnaire (3.1) 5. Program a questionnaire in Qualtrics (2.6)	

Corporate and Organisational Communication 2: Marketing and Branding	LCX064B05	1. Recognize the complex nature of different forms of external corporate communication; recognize that communication is more than a tool but an integral part of the discursive performative process of being and doing a company (1.1) 2. Understand and describe relevant and central theoretical frameworks and concepts in researching corporate communication (1.1.) 3. Apply analytical methods to analyse and interpret data on corporate communication (2.1., 2.2., 2.4., 2.5.) 4. Evaluate findings of the performed analyses to critically reflect on (recommendations for) practice (3.1.) 5. Work effectively in groups to produce the assignments and related in-class facilitation. (4.2) 6. Effectively communicate their applications and, in an academically appropriate style and register (4.1., 4.2.)	
Conversation Analysis 2 Gespreksanalyse 2	LCX053B05 LCX027B05	1. Analyse institutional interactions and to underpin this research with theoretical insights from the conversation analytical literature (1.1, 1.2 & 2.3); 2. Collect interactional data and prepare the data for analysis (1.1, 1.2, 2.1 & 2.3); 3. Set up a small-scale conversation-analytic (collection) study (1.1, 1.2, 2.1, 2.3 & 2.4); 4. Apply the important conversation-analytic concepts, techniques and theoretical insights in their conversation analytic study (1.1, 1.2, 2.1 & 2.3); 5. Write a report about the results of their study (2.6 & 4.1);	
Year 2 semester 2			

Course title	code	Learning outcomes	Assessment type(s)
Design & Evaluation	LCX008B05	1. Relate aspects of document design especially the design of instructive texts to central questions, theories and concepts in CIS research (1.1); 2. Describe and analyse instructive texts employing theoretical models on document design (2.1); 3. Evaluate instructive texts in a context of use through an iteratively designed method (2.4); 3. Redesign instructive texts in line with the outcomes of researched issues in document design (3.2); 4. Present coherent research reports according to academic guidelines (4.1).	
Text Analysis 2 Tekstanalyse 2	LCX054B05 LCX026B05	1. recognize and identify the important characteristics of relevant concepts for information structure in textual or visual communication (degree program outcomes 1.1 and 1.2) 2. summarize in their own words the important themes in the research into information structures in communication (2.1 and 2.2) 3. under supervision, to set up and carry out a study of one of the structuring strategies discussed in this course unit and to derive conclusions from it (2.3) 4. to report in a research report on a self-executed study (4.1)	

Social Media	LIX017B05	1. Demonstrate knowledge and understanding of the most important theoretical and methodological approaches to the study of mediated interaction (1.1) 2. Demonstrate understanding of how communicative and social phenomena are impeded, transformed and augmented by social media (2.1) 3. Conduct basic empirical research by gathering, processing and analysing information from a social media platform (2.6) 4. Examine research findings in the study of social media interfaces, form an opinion concerning the implications of their use (1.4, 2.2, 3.1) 5. Communicate information and ideas in a clear, straightforward and well-argued manner, in writing (4.2)	
ASP voor NL Track	LCX051B05	1. Knowledge goals (learning outcomes 1.1, 1.3): - Possess knowledge of technical terminology that allows them to identify characteristics and qualities of written and spoken texts and to name observations of presentations. - Be aware of relevant insights regarding (the development of) presentation skills and writing skills. 2. Skills goals (learning outcomes 2.3, 2.5, 3.1, 3.2): - Be able to make conscious and well-considered compositional and stylistic choices in the production of academic texts and in the preparation and completion of oral assignments, including texts and presentations aimed at a broad audience. - Be able to reflect critically on their own and others' texts and presentations and to formulate substantiated diagnoses and recommendations for improvement. 3. Production goals (learning outcomes 4.1, 4.2, 5.1): a. Write several short and medium-length texts for different rhetorical purposes and re-write them on the basis of feedback.	

		b. Prepare and complete several oral assignments for different purposes and target groups. 4. Provide written and/or oral feedback on the written and/or presented work of several fellow students.	
Current trends in CIS research	LCX057B05	1. distinguish and relate different theories and research methods in CIS research (1.1, 1.2, 2.1) 2. value research within the field and interpret its results in terms of their practical implications (2.1, 2.2, 3.1) 3. identify their own interests, strengths and weaknesses in relation to current research methods in CIS (5.1)	Exam (100%)
Webdesign	LCX036B05	1. Familiarize themselves with the theory and practice of website design and implementation at a basic level. 2. Learn to work with HTML, stylesheets and image editing software. 3. Acquire an understanding of design (colour theories, navigation), publication, digital images, basic web usability and Search Engine Optimization of websites. 4. Apply these acquired skills on self-made websites and writing a peer review. (1.1, 1.3, 2.5, 2.6, 4.1)	

Health Communication	LCX062B05	1. Describe some of the most important models and theories on health communication and health behavior change (1.1) 2. Apply this knowledge in creating health communication products such as posts, leaflets and flyers (2.2) 3. Analyse health communication products on relevant aspects of form and content (3.2) 4. Communicate clearly and intelligibly about health communication (4.1)	

Statistics 2	LIX002X05	1. Understand basic concepts of multivariate statistics (2.2) 2. Interpret and report the results of analyses in studies and experiments (2.2, 2.3) 3. Use effectively the R statistics software package (2.6) 4. Present the results of scientific research in writing (4.1) 5. Assess the value of scientific literature, in particular statistical quality (3.1)	
Usability	LIX016B05	1. Acquire knowledge and understanding about concepts in usability 2. Learn to assess the user-friendliness of computer interfaces and web interfaces in particular. 3. Acquire an understanding of several usability evaluation methods and how these can be used to assess applications. 4. Acquire an understanding of how humans (unconsciously) interact with (web) interfaces. 5. Acquire an understanding of how to measure and analyse human behaviour on web interfaces. 6. Work in groups to produce the assignments' group reports. (1.1, 1.3, 2.4, 2.5, 4.2)	

CIS Diversity Management I: Cultural Diversity	LCX061B05	1. Recognise the main concepts and theories regarding cultural diversity from the academic field of intercultural communication; as well as the main characteristics of diversity management (specifically the management of cultural diversity) as a practice (1.1) 2. Analyse issues of intercultural communication from a socio-cultural perspective (1.1) 3. Analyse issues of cultural diversity and communication breakdowns using insights from different fields (intercultural communication, cultural studies, sociology) (1.3) 4. Compose both written and oral forms of communication (workshops, information sheets) that lucidly convey essential information about socio-cultural diversity management issues to diverse audiences in an appealing manner (4.1) 5. Critically assess socio-cultural diversity management issues and work through them in a creative manner (5.1) 6. Design solutions for socio-cultural diversity management issues (5.1)	
CIS Diversity Management II: Linguistic Diversity	LCX060B05	1. Recognise the main concepts and theories regarding linguistic diversity from the field of sociolinguistics; as well as the main characteristics of diversity management (specifically the management of linguistic diversity) as a practice (1.1) 2. Analyse issues of intercultural communication from a linguistic perspective (1.1) 3. Analyse issues of linguistic diversity and communication breakdowns using insights from different fields (intercultural communication, sociolinguistics) (1.3) 4. Compose both written and oral forms of communication (workshops, information sheets) that lucidly convey essential information about linguistic diversity management issues to diverse audiences in an appealing manner (4.1) 5. Critically assess linguistic diversity management issues and work through them in a creative manner (5.1)	Workshop & memo

		Design solutions for linguistic diversity management issues (5.1)	
L&S B: Intro Socio/Applied Linguistics	LEU060P05	1. Have knowledge of European linguistics in a broad sense (1.1). 2. Students are able to select, process and analyse information from a range of sources (2.3, 3.2) 3. Have knowledge of the political and sociocultural context of Europe in diachronic and synchronic perspectives (1.1) 4. Students are able to gather and interpret relevant data in order to form judgements about relevant social, academic or ethical issues (3.2, 5.1)	

L&S3: Language learning		1. recognize, describe, and compare different theories of second language learning using appropriate linguistic terminology 2. describe and identify different second language teaching approaches based on their characteristic features 3. relate different theories of second language learning to different second language teaching styles in a general way 4. reflect on different wide-spread assumptions on second language learning, and provide scientifically grounded criticism or support to these to a general audience 5. work collaboratively to design and conduct empirical linguistic research within set boundaries and time limits, and report on the outcomes in a scientific manner 6. gather and interpret different types of linguistic data in a way that is in keeping with general linguistic standards	
		.	

Year 3 semester 1			

Course title	code	Learning outcomes	Assessment type(s)
Minor	various	various	various
Year 3 semester 2			
Course title	**code**	**Learning outcomes**	**Assessment type(s)**
Case study CIW	LCX006B10	1. relate relevant CIS theories and concepts in the analysis of empirical data (2.3). 2. prepare and perform small-scaled research projects independently (2.4). 3. apply the acquired research skills in other, professional contexts, in which it is required to take responsibility, show initiative, plan and manage projects, demonstrate leadership and work under time pressure (2.5). 4. evaluate CIS research results for their practical implications (3.1); CIS Case Study aims at preparing for and orienting towards the CIS career profiles of the BA program, the communication consultant in particular. 5. apply cognitive and practical skills to identify and analyze complex problems and issues (3.2) 6. apply strategies to prepare and perform oral and written presentations efficient and professional, individual and in teams (4.2) 7. apply the appropriate learning skills and strategies to independently identify and fill specific knowledge gaps and stay up-to-date with current developments in the CIS domain (5.1).	

BA Thesis	LCX999B10	1. Students will design, implement and report on a research project within a subject-specific framework (a subfield of CIW) under supervision. (2.3, 2.4, 2. They are expected to independently describe and apply subject theory (mastered in the Bachelors course unit and supplemented by some theory in the subfield) to their analysis or develop a theory on the basis of analyses (1.3, 2.1, 2.5, 3.1, 3.2 3. Students will be able to set up and conduct quantitative or qualitative research based on their methodological knowledge (2.3, 2.4, 2.5) 4. Students will be able to adequately communicate the results of their research (4.1, 4.2, 5.1))	

Literature Review		1. Kennis en inzicht hebben van het vakgebied, waarbij wordt voortgebouwd op het niveau van de HBO- of WO-opleiding en op de kennis die al in het premasterprogramma is opgedaan. Premasterstudenten doen in maximaal een studiejaar zowel basiskennis als methodologische kennis op, op het gebied Communicatie- en Informatiewetenschappen in brede zin. Binnen de premaster is ook enige ruimte voor een inleiding op het gewenste programma (Communicatiekunde, Communicatie & Educatie, Computercommunicatie), deze inleidende kennis is niet voldoende om onderdelen op masterniveau goed te kunnen kiezen en afronden. Het belangrijkste doel van het onderdeel Literature Review is (dan ook) studenten de mogelijkheid te geven zich op zo'n gebied beter in te lezen, meer kennis te vergaren en daardoor zicht te krijgen op de belangrijke en meer recente theorieën op het programmagebied. Hiermee wordt de kennis-lacune ten opzichte van bachelorstudenten CIW (ten dele) gedicht. Zie de eindkwalificaties 1.1, 1.2. Deze studenten worden geacht al voldoende kennis te hebben van een ander disciplinegebied (1.4). De nestorsite van Literature Review geeft per programma een overzicht van de literatuur op deze gebieden die gebruikt wordt in het bachelorprogramma CIW. Dit overzicht beoogt de studenten op weg te helpen bij hun zoektocht naar aanvullende literatuur. 2. Op basis van deze kennis (1) moeten zij in staat zijn theorieën kritisch te beoordelen, dat wil zeggen een plaats te geven in het theoretisch kader van het betreffende programma-gebied. Het systematisch kritisch evalueren beoogt hen ook een kritische wetenschappelijke houding mee te geven (past een idee of een theorie wel binnen het geaccepteerde kader, in hoeverre wijkt het af), juist omdat deze	

		houding afwijkt van het toegepaste kader waarbinnen veel HBO-opleidingen theorie plaatsen (2.1) 3. Studenten moeten bij een vraag die op het gebied van de specialisatie ligt (deels) zelf theorie zoeken (en daarvoor dus in technische zin het zoeken naar literatuur kunnen uitvoeren) en de resultaten (het antwoord op de vraag) op een betrouwbare en correcte manier communiceren. Doorgaans zal dat de vorm van een werkstuk krijgen (4.1)	
Corporate and Organizational Communication 3: Responsible communication	LCX065B05	1. Understand the theory and key concepts with regard to strategic CSR (1.1, 1.2) 2. Understand theories and key concepts with regard to communicating about CSR (1.1, 1.2) 3. Select a case for the assignments that is relevant for CSR research, based on requirements given in class (2.3, 2.4)	

		4. Apply theory and key concepts on strategic CSR to analyze self-selected case (2.1, 2.2) 5. Apply theory and key concepts on CSR communication to analyze a self-selected case (2.1, 2.2) 6. Based on own analyses, create a CSR campaign (3.1, 3.2) 7. Work in groups, both when working on the assignments in teams of two, and in bigger groups during the seminars (4.2) 8. Effectively communicate their analyses and own campaign, in an academically appropriate style and register (4.1., 4.2.)	
Health Communication	LCX062B05	As electives in year 2	
Current trends in CIS research	LCX057B05		
Webdesign	LCX036B05		
Statistics 2	LIX002X05		
Usability	LIX016B05		
CIS Diversity Management	LCX061B05		

I: Cultural Diversity			

Appendix 3. Schematic overview of time periods intended for assessment, modes of assessment used

Year 1, semester 1		Semester 1A		Semester 1B			(Semester 2A)
Course title & code		**Week 36-42 Lecture weeks L1-L7**	**Week 43-44 Examinations 1A**	**Week 45-51 Lecture weeks L1-L7**	**Week 02 Resits 1A**	**Week 03-04 Examinations 1B**	**Week 13 Resits 1B**
Corporate and Organisational Communication 1: Introduction	LCX063P05	Preliminary Assignment (0%) Assignment 1 (25%)	Assignment 2 (25%) Assignment 3 (50%)				
Academic Skills 1	LCX019P05	Presentation (20%)	Report (80%)		Report (80%)		
Persuasive Communication	LCX022P05		Exam (100%)		Exam (100%)		
Academic Skills 2	LCX020P05			Presentation (30%)		Exam (70%)	Resit Exam (70%)
Intercultural Communication	LCX021P05					Portfolio 100%	Portfolio 100%

Language optimization Taaloptimalisatie	LCX024P05 LCX023P05					Exam (100%)	Resit Exam (100%)
Year 1 semester 2		Semester 2A		Semester 2B			
Course title		**Week 06-12 Lecture weeks L1-L7**	**Week 14-15 Examinations 2A**	**Week 16-23 Lecture weeks L1-L8**	**Week 24-25 Examinations 2B**	**Week 26 Resits 2A**	**Week 27 Resits 2B**
Methodology for CIS: Qualitative	LCX018P05		Exam(100%)			Resit Exam (100%)	
Text Analysis 1 Tekstanalyse 1	LCX023P05 LCX010P05		Exam (100%)			Resit Exam (100%)	
Digital Communication	LCX009P05	Weekly assignments (40%)	Exam (60%)			Exam (60%)	
Conversation Analysis 1 Gespreksanalyse 1	LCX012X05 LCX011P05				Exam (100%)		Resit Exam (100%)

Methodology for CIS: Quantitative	LCX021P05				Research Report (100%)		Resit Research Report (100%)
Multimodal Communication	LCX017P05				Exam (100%)		Resit Exam (100%)

Year 2 semester 1		Semester 1A		Semester 1B			(Semester 2A)
Course title	**code**	**Week 36-42 Lecture weeks L1-L7**	**Week 43-44 Examinations 1A**	**Week 45-51 Lecture weeks L1-L7**	**Week 03 Resits 1A**	**Week 04-05 Examinations 1B**	**Week 13 Resits 1B**
Pictures in professional Communication	LCX038B05		Research report (100%)		Resit research report (100%)		
Statistics	LCX046B05	3 Practicum assignments		4 Practicum assignments (the mean score of the 7 Practicum assignments will earn 0.5-1 bonus point in exam)		Exam (100%)	Resit Exam (100%)
Pragmatics Pragmatiek	LCX056B05		Exam (100%)		Resit Exam (100%)		

Questionnaire and Interview Design	LCX047B05		Research proposal (pass/fail; pass is condition for participating in exam)	Resit research proposal		Written assignment (80%) Poster (20%)	Written assignment (80%) Poster (20%)
Corporate and Organisational Communication 2: Marketing and Branding	LCX064B05					Portfolio (Pass/Fail) – pre-requisite for: Individual presentation (100 %)	Resit for Individual presentation (100 %)
Conversation Analysis 2 Gespreksanalyse 2	LCX053B05 LCX027B05					Report (100%)	Report (100%)
Year 2 semester 2		Semester 2A		Semester 2B			
Course title	**code**	**Week 06-12 Lecture weeks L1-L7**	**Week 14-15 Examinations 2A**	**Week 16-23 Lecture weeks L1-L8**	**Week 24-25 Examinations 2B**	**Week 26 Resits 2A**	**Week 27 Resits 2B**
Design & Evaluation	LCX008B05		Research report (100%)			Research report (100%)	
Text Analysis 2 Tekstanalyse 2	LCX054B05 LCX026B05			Research proposal (pass/fail; pass is condition for submitting the report)	Research report (100%)		Resit Research report (100%)

Social Media	LIX017B05			Assignment 1 (25%) Assignment 2 (35%)	Exam (40%)		Resit Exam (40%)
ASP voor NL Track	LCX051B05	Presentation (20%)	Literature review (80%) Pass/fail: - Reflection on presentation - Reflection on writing skills - Peer feedback			Resit for presentation (20%) and literature review	
Webdesign	LCX036B05	6 weekly assignments (40%)	1 final assignment (60%)			Resit for final assignment	
Health Communication	LCX062B05		Exam (100%)			Resit Exam (100%)	
Statistics 2	LIX002X05				Exam (100%)		Resit exam (100%)
Usability	LIX016B05			Assignment 1 (20%) Assignment 2 (30%)	Exam (50%)		Resit exam (50%)
CIS Diversity Management I: Cultural Diversity	LCX061B05		Workshop (40%) policy advice (60%)			Resit workshop (40%) policy advice (60%)	

L&S B: Intro Socio/Applied Linguistics	LEU060P05		Quiz, presentation, assignment			Resit quiz, presentation, assignment	

Year 3 semester 1		Semester 2A		Semester 2B			
Course title	**code**	**Week 36-42 Lecture weeks L1-L7**	**Week 43-44 Examinations 1A**	**Week 45-51 Lecture weeks L1-L7**	**Week 02 Resits 1A**	**Week 03-04 Examinations 1B**	**Week 13 Resits 1B**
Minor		various	various	various	various	various	various

Year 3 semester 2		Semester 2A		Semester 2B			
Course title	**code**	**Week 06-12 Lecture weeks L1-L7**	**Week 14-15 Examinations 2A**	**Week 16-23 Lecture weeks L1-L8**	**Week 24-25 Examinations 2B**	**Week 26 Resits 2A**	**Week 27 Resits 2B**

Case study CIW	LCX006B10	Assignment 1, individual, essay (10%)	Assignment 2, group, paper (25%)	Assignment 3, group,advice report and presentation (25%)	Assignment 4, individual, text (40%)	Resit assignment 1-4

BA Thesis	LCX999B10		Research design, individual (pass/ fail)		BA thesis, individual (100%)	Resit BA thesis, individual (100%)
Literature review					Assignment, Individual Paper/literature review (100%)	Resit Assignment, Individual Paper/literature review (100%)
Electives: see year 2						
Corporate and Organisational Communication 3	LCX065B05	1. Group presentation (30%) 2. Individual submission (70%)				

Appendix 4. Overview language of courses in year 1,2 and 3 of the programme

Year 1 semester 1			**Year 1 semester 2**		
Corporate and Organisational Communication 1: Introduction	LCX063P05	ENG	Methodology for CIS: Qualitative	LCX018P05	ENG
Academic Skills 1	LCX019P05	ENG	Text Analysis 1 Tekstanalyse 1	LCX025P05 LCX010P05	ENG DUTCH

Persuasive Communication	LCX022P05	ENG	Digital Communication	LCX009P05	ENG
Academic Skills 2	LCX020P05	ENG	Conversation Analysis 1 Gespreksanalyse 1	LCX012X05 LCX011P05	ENG DUTCH
Intercultural Communication	LCX021P05	ENG	Methodology for CIS: Quantitative	LCX016P05	ENG
Language optimization Taaloptimalisatie	LCX024P05 LCX023P05	ENG DUTCH	Multimodal Communication	LCX017P05	ENG

Year 2 semester 2			**Year 2 semester 2**		
Pictures in professional Communication	LCX038B05	ENG	Design & Evaluation	LCX008B05	ENG
Statistics	LCX046B05	ENG	Text Analysis 2 Tekstanalyse 2	LCX054B05 LCX026B05	ENG DUTCH
Pragmatics Pragmatiek	LCX056B05 LCX???	ENG DUTCH	Social Media	LIX017B05	
Questionnaire and Interview Design	LCX047B05	ENG	ASP voor NL Track	LCX051B05	DUTCH

Corporate and Organisational Communication 2: Marketing and Branding	LCX064B05	ENG	ELECTIVES: - Regular track: 15 ECTS (i.e. three out of the following 8 elective courses) - Dutch track: 10 ECTS (i.e. two out of the following 8 elective courses)		
Conversation Analysis 2 Gespreksanalyse 2	LCX053B05 LCX027B05	ENG DUTCH	Webdesign	LCX036B05	ENG
			Health Communication	LCX062B05	ENG
			Statistics 2	LIX002X05	ENG
			ability	LIX016B05	ENG
			CIS Diversity Management I: Cultural Diversity	LCX061B05	ENG
			L&S B: Intro Socio/Applied Linguistics	LEU060P05	ENG
			CIS Diversity management 2 Linguistic Diversity	LCX060B05	ENG

Year 3 semester 1			**Year 3 semester 2**		
Minor	-	Language depends on chosen minor	Case study CIW	LCX006B10	ENG
			BA Thesis	LCX999B10 LCX995B10	ENG DUTCH
			ELECTIVES: - Regular & Dutch track: 10 ECTS (i.e. two out of the 8 elective courses, or the following 9th elective course that is available for third year students)		
			Corporate and Organisational Communication 3	LCX065B05	ENG