rijksuniversiteit groningen / faculteit der letteren

Academic year 2025/2026

Assessment plan

Bachelor English Language and Culture

1 / Vision of teaching and assessment

Our educational vision and practice in which the onus for students' learning lies with the students themselves translates into some principles for student assessment. Not only do we assess whether students have met the intended learning outcomes at the end of each individual course unit (summative assessment), we also use assessment to offer students the opportunity to reflect on their learning and adjust or improve on the basis of feedback (formative assessment).

English language skills at near-native level (CEFR C1/C2) are a key learning outcome of our programme, something that distinguishes us from degree programmes in simply literature or linguistics. The programme team have decided on a policy of having language proficiency be a part of most assessment; inadequate language skills may result in a fail even if other learning outcomes of the course have been met.

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

We aim for a high level of transparency about our assessment towards our students. All course outlines contain information about the forms of assessment, deadlines, calculation of marks, and repair trajectories. For courses that are assessed by an exam, students have access to a specimen paper, which is also discussed in one of the teaching sessions. In many cases, the same goes for essay-based assessment.

Assessment criteria are also transparent. Assessment criteria are available on the digital learning environment, Brightspace. Two of the sections, Modern Literature and Older Language and Literature, moreover, have standard sets of descriptors that are used for essay marking. (The greater variety of essay types used in the Linguistics section means that although there is overlap in assessment criteria between courses, there is no complete uniformity.)

3 / a. 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 'assessment dossier' containing the following:

a. the 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 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 d. the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available. e. an evaluation form completed by the examiner, containing information about the assessment process. b. Parties involved
	For fulfilling the tasks related to the assessment dossier, the following parties are responsible:

4 / Assessment timetable

Overview of learning outcomes of the degree program + matrix	Appendix 1
Schematic overview of time periods intended for assessment, modes of assessment used	Appendix 2
Overview of the intended learning outcomes of the course units and their modes of assessment	Appendix 3
Additional regulations for the graduation dossier (BA thesis evaluation forms)	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

The final qualification matrix (Appendix 1) lists the subjects in which summative assessment takes place and distinguishes between a) course units that lead to the final level described in the final qualifications through assessment and b) course units in which assessment takes place at the final level (in the latter case, the learning outcomes of the course unit therefore coincide with the final qualifications) . This distinction is reflected in the marking:

"x", i.e. with underlining, is used for summative assessment at the final level; "x" for summative assessment at a lower performance level; "fx" voor formatieve[1] evaluatie op een lager prestatieniveau.

[1] Formative assessment involves the process of searching for, aggregating and interpreting information that students and teachers can then use to determine where students are in their learning process, what they need to work towards and how to do so most effectively (loosely based on 'Toetsen in het hoger onderwijs' [Assessment in higher education] (2017)).

Parallel to the curriculum, the assessment programme (Appendix 2) provides a balanced, structured overview of assessment types and assessment periods. Course components within a learning pathway may be given the same visual marking in the overview.
In order to gain insight at programme level into whether the chosen assessment methods are in line with the learning outcomes of courses and form a balanced mix in the lead-up to the final qualifications, all intended learning outcomes of the study components are related to the assessment methods (Appendix 3).
Since specific regulations may apply to parts of the graduation dossier (e.g. the dissertation), these regulations are included in 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. In addition, a substantiated selection of theses is evaluated.

6 / Archiving

Archiving of course material including assessments is carried out in accordance with faculty policy.

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 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.

8. Language of teaching and assessment

All courses offered in the BA Engish programme (see the table under *Bijlage 2*, below) are entirely taught in English and tested in English.

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

The learning outcomes of the degree programme are:

Description of the Bachelor's level in accordance with the Dublin descriptors	**Learning outcomes of the programme.** **Bachelor's graduates have:**
1. Knowledge and understanding Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbook, includes some aspects that will be informed by knowledge of the forefront of their field of study.	1. Knowledge of a range of linguistic theories as applied to regional and global varieties of the English language, including the history of the English language from medieval English to the present 2. Knowledge of a range of literary theories as they are used in the discipline of English literature 3. Knowledge of key authors and a broad range of literary texts in a variety of genres written in the Anglophone world over a period of 1400 years 4. Knowledge of the cultural contexts in which texts were composed
2. Applying knowledge and understanding Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.	1. Capacity to generate new ideas 2. Ability to search for information from a variety of up-to-date, academically-relevant secondary sources including standard reference works in English language and literature 3. Ability to identify, present and resolve problems in a manner suited to English studies

	4. Ability for abstract and analytical thinking regarding language and literature
3. Making judgements Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.	1. Ability to justify a standpoint or decision based on the collection and synthesis of relevant information 2. Ability to identify information relevant to contemporary social issues in the Anglophone world. 3. Ability to be critical and self-critical
4. Communication Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	1. Ability to communicate in English in oral and written forms at a near-native level (C1/C2) 2. Ability to communicate information from the disciplines of English language or literature to academic and non-academic audiences 3. Ability to interact with others in a cooperative and constructive manner (with awareness of cultural background)
5. Learning skills Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	1. Ability to identify and fill knowledge gaps related to English language and culture 2. Ability to connect knowledge and understanding from across the modules of the degree programme 3. Ability to work effectively and autonomously 4. Ability to use IT applications, including the standard electronic resources used in English studies

Appendix 2. Learning outcomes and their assessment in courses

Matrix of realized learning outcomes / course units in the Bachelor's degree programme in English Language and Culture 2025-26

		1. Knowledge and understanding				2. Applying knowledge and understanding				3. Making judgements			4. Communication			5. Learning skills			
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4
YEAR 1, semester 1																			
course unit code	**course unit title**																		
LEL007P05	Making Meaning: Introduction to English Literatures 1		X	X	X								X		X				X
LET010P05	English Linguistics: Sentence Structure	X							X										
LEV012P05	English for Academic Purposes (EAP): Persuasive Expression									X			X						
LEV011P05	English for Academic Purposes (EAP): Composition						X			X			X	X					
LEL010P05	Knowledge and Power: Introduction to English Literatures 2		X	X	X						X		X				X		
LET011P05	English Linguistics: Sound Structure	X							X									X	
YEAR 1, semester 2																			

course unit code	course unit title																		
LET009P05	English Linguistics: Sociolinguistics	X			X		X		X	X	X		X				X		
LEV013P05	EAP: Argumentation									X		X	X		X		X		
LEO007P05	English Literatures: The Beginnings until 1550			X	X		X			X			X	X	X				
LEL008P05	English Literatures from 1550: Periods and Contexts			X	X		X			X			X					X	X
LEO006P05	Chaucer: Works and Background			X	X		X			X		X			X				
L009P05	Literary Theory for English Studies		X					X	X	X	X	X	X		X		X	X	X

		1. Knowledge and understanding				2. Applying knowledge and understanding				3. Making judgements			4. Communication			5. Learning skills			
YEAR 2, semester 1		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4
course unit code	course unit title																		
LEV017B05	EAP: Popular Contexts												X		X		X	X	
LEL008B05	Shakespeare and Early Modern Literature			X	X		X			X			X					X	
LET021B05	English Language Change	X			X	X	X		X	X			X	X					

LEV019B05	EAP: Research reports					X	X	X	X	X	X	X	X	X		X	X	X	
LET022B05	English linguistics: Meaning and Use	X						X	X			X	X	X	X				
LEO013B05	Reading Early English			X	X		X	X	X	X		X	X				X	X	
YEAR 2, semester 2																			
course unit code	**course unit title**																		
LEV018B05	EAP: Debate and Discussion					X				X	X	X	X		X			X	
LEL017B05	The Romantic Revolution		X	X	X					X						X	X		
LEL020B05	The Victorian Age: Progress and Anxiety			X	X						X		X			X		X	
LEL016B05	The Class Struggle in Modern Fiction		X	X	X	X	X		X	X	X		X				X	X	X
LET023B05	English Linguistics: Phonology Laboratory	X				X	X	X	X	X		X	X	X	X	X	X	X	X
LET032B05	English Linguistics: The Language of Hip-Hop	X			X	X			X	X	X	X		X			X		
LEO009B05	King Arthur, Romance and Empire			X	X	X			X	X		X	X		X			X	
LEO016B05	Marvels, Monsters, and Mysteries			X	X	X			X	X		X	X		X			X	
LET042B05	English Linguistics: Psycholinguistics	X	X			X		X	X	X	X			X	X	X	X	X	

LEV021B05	Learning and Teaching English as a Second Language	X						X			X	X				X			
LEV020B05	English Employed												X		X		X	X	
LET041B05	English Linguistics: First Language Acquisition	X				X	X	X	X					X			X		
LET027B05	English Linguistics: Syntax	X							X	X		X							
LEL018B05	Broken Images: Anglophone Modernism		X	X	X	X	X		X	X			X			X		X	X
LEL021B05	Legacies of the Enlightenment		X	X	X	X	X		X	X			X				X		X
LEL019B05	World Literatures in English		X	X	X	X	X		X	X	X		X				X	X	X
LEO004B05	Saints and Sinners in Medieval England			X	X	X			X	X		X	X		X			X	
LEO021B05	Controversy and Dispute in Medieval English Literature			X	X	X			X	X		X	X		X			X	
LEO014B05	Pirates and Poets			X	X		X		X	X		X	X		X			X	

LEL032B05	American Literature and Social Justice		X	X	X	X	X		X	X	X		X					X	X

		1. Knowledge and understanding				2. Applying knowledge and understanding				3. Making judgements			4. Communication			5. Learning skills			
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4
YEAR 3, semester 2																			
course unit code	**course unit title**																		
LEX003B10	Bachelor's Thesis English Language and Culture	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X
LEL022B05	Controversial Literature and Literary Controversy		X	X	X	X	X		X	X	X		X				X	X	X
LET014B05	English Language Variation	X				X	X		X	X		X	X	X	X		X		X
LEO011B05	Language and Culture of Early Medieval England			X	X		X		X	X		X	X		X			X	
LEL031B05	Intersectional Approaches to Twenty-First-Century Women's			X	X				X		X		X						
LET028B05	English Linguistics: Language in Interaction	X							X	X			X		X				
LEO015B05	Special Topic in Medieval Literature and Culture		X		X	X	X	X	X	X		X	X		X		X	X	

Appendix 3. Schematic representation of assessment programme

Year 1 Semester 1		
Module	**Code**	**Learning outcomes**
Making Meaning	LEL007P05	Upon successful completion of the module students will: - understand basic concepts of practical literary criticism in their application on works of English literature; - come to carefully argued conclusions about a literary text through the use of close reading; - present literary findings in sufficiently structured writing.
English Linguistics: Sentence Structure	LET010P05	After successful completion of this module, students will be able analyse sentence constructions as presented in English Sentence Analysis (Verspoor & Sauter, 2000), in line with a Usage-Based approach to linguistic analysis. Specifically, students will be able to: 1. recognize and analyse sentence types and patterns 2. recognize and analyse the specific functions and realizations of sentence/clause constituents 3. identify and analyse phrase types and patterns 4. identify and analyse the specific functions and realizations of phrase constituents 5. identify and analyse specific classes and sub-classes of all words (including verbs) 6. identify and analyse non-canonical and other special types of sentences and phrases 7. identify and properly apply punctuation in a variety of different sentence structures 8. analyse complete sentences at multiple levels of complexity, including embedded clause and phrases
English for Academic Purposes: Persuasive Expression	LEV012P05	Upon successful completion of the course unit, students are able to: 1. structure an argument with a strong thesis at a paragraph level (3.1) 2. write coherent, well-structured paragraphs in English, in an academic style, in accordance with CEFR level B2 (4.1) 3. discuss literature-related topics in English, in an academic style (4.1)
EAP: Composition	LEV011P05	Upon successful completion of the course unit, students are able to: 1. structure an argument with a strong thesis at an essay level (3.1) 2. write coherent, well-structured literary essays in English, in an academic style, in accordance with CEFR level B2/C1 (4.1, 4.2)

		3. discuss and present on literary texts in English, in an academic style (3.1, 4.1, 4.2) 4. use academic sources to support their argument (2.2)
Knowledge & Power: Introduction to Literature in English II	LEL010P05	Upon successful completion of the course unit, students are able to: 1. Demonstrate knowledge of a range of modern and contemporary English-language literary texts; 2. Describe the social contexts of these texts; 3. Analyze various views of literary works; 4. Demonstrate some independent literary-critical thought
English Linguistics: Sound Structure	LET011P05	Explain in broad terms how sounds are produced in human language; - describe the vowel and consonant phonemes of English and their principle allophones; - give phonemic and phonetic transcriptions of words and short phrases in English; - discuss characteristics of syllable structure and prosody in English; - reflect in abstract terms on linguistic systems, in particular the sound system of English.

Year 1 **Semester 2**		
Module	**Code**	**Learning outcomes**
English Linguistics: Sociolinguistics	LET009P05	After successful completion of this module, students will be able to: - discuss in broad terms the history and development of the English language; - discuss in broad terms socially and regionally constrained variation in English, and the links between this variation and language change; - discuss and apply elementary research principles and methodology in the field of sociolinguistics; - and conduct small-scale literature studies in order to verify data and statements.
EAP: Argumentation	LEV013P05	On completion of this course, students are able to: 1. write a coherent and well-structured sociolinguistic essay in English (CEFR C1), in an academic style, with sound argumentation (3.1, 3.3, 4.1, 4.2, 4.3)

		2. analyse and synthesise sources to support their argument (3.1, 5.2) 3. discuss sociolinguistic issues in English, in an academic style, at CEFR level C1 (3.1, 4.1, 4.3)
English Literatures until 1550	LEO007P05	Upon successful completion of the course unit, students are able to: - analyse pre-modern English texts in their respective cultural contexts 1.3, 2.2 - place these works in the history of English literature as a whole 1.4, 2.2, 3.1; - discuss the relevance of genre in literary interpretation 2.2; - express their knowledge and understanding clearly in writing 4.1, 4.2, 4.3
English Literatures from 1550	LEL008P05	Upon successful completion of the course unit, students have the independent ability to: 1. explain the relationship of key English literary works to the socio-cultural contexts in which they emerged; 2. outline the contribution of biblical and classical (Greek and Latin) texts to English literature; 3. discuss the role of intertextuality in literature; 4. employ university standard primary and secondary sources relating to English, biblical and Classical literature; 5. communicate what they have learned to a general audience in written form; 6. read, research and assess English texts in an increasingly independent manner (by comparison with the working methods of the introductory literature courses).

Chaucer	LEO006P05	Upon successful completion of the course unit, students possess: - an understanding of the works of Geoffrey Chaucer, medieval England's leading writer; - knowledge of the relevance of genre in literary interpretation; - an understanding of the historical and cultural context of late medieval England and London; - the ability to express their knowledge and understanding clearly in writing.
Literary Theory for English Studies	LEL009P05	On completion of this module a student should be able to: 1. outline the history of modern literary theory and give an account of a selection of key theories (e.g., feminism and postcolonialism); 2. present the advantages and disadvantages of employing particular critical approaches to Anglophone literature; 3. discuss the relationship between social issues and literary texts in a manner that respects diversity of opinions; 4. provide an overview of some general debates related to literary theory (e.g., the function of theory and the role of the author); 5. independently identify useful electronic resources related to literary theory; 6. express abstract material in clear written English.

Year 2 Semester 1		
Module	**Code**	**Learning outcomes**
EAP: Popular Contexts	LEV017B05	Upon successful completion of the course unit, students are able to: 1. work effectively as an editorial team 2. as a team, generate a series of creative writing pieces following professional non-academic non-fiction writing standards and genre-specific conventions

		3. use their academic language skills to generate non-academic writing
Shakespeare and Early Modern Literature	LEL008B05	Upon successful completion of this course a student is able to: 1. formulate appropriately sophisticated accounts of the Renaissance and the religious reformations and their relevance to English literature; 2. work with the differing early modern literary conventions to be found in poetry, drama and prose; 3. analyse the works of a selection of individual authors; 4. explain the interplay between the socio-cultural background of Early Modern England and the writing of the period; 5. communicate effectively in written English in an academic register.
English Linguistics: Language Change	LET021B05	Upon successful completion of this module, students will be able to. (a) explain selected major linguistic developments in the history of English with a good grounding in linguistic theory and the socio-historical context [1.1, 1.4]; (b) use their knowledge of linguistic changes in the history of English to trace the development of individual lexical items through time [1.1, 2.4]; (c) report in writing to a non-academic audience on the results of small-scale collaborative experimental research in the area of English historical linguistics (2.1, 2.2, 3.1, 4.1, 4.2).
EAP: Research Reports	LEV019B05	Upon successful completion of this course, students are able to: 1. identify research problems in an area of English literature or linguistics (2.1, 2.3, 5.1, 5.2) 2. answer research questions in an area of English literature or linguistics on the basis of relevant primary and secondary material (2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 5.3) 3. communicate research findings in a coherent and well-structured written research paper in English (CEFR level C1/C2), in an academic style (4.1, 4.2)

		4. communicate research findings in a coherent and well-structured oral presentation in English, in an academic style (4.1, 4.2)
English Linguistics: Meaning and Use	LET022B05	- Students can explain basic-level semantic and pragmatic terms, themes, tools and theories. - Students can apply these terms, themes and theories to analyze the meaning of English words and sentences in their context of use (spoken discourse and texts). - Students can identify original examples as illustrations of the terms and themes in a text of their own choice, and motivate a semantic-pragmatic analysis. - Students can participate in linguistic debate with peers, by convincingly discussing and presenting analyses of original semantic-pragmatic examples.
Reading Early English	LEO013B05	Upon successful completion of the course, students are able to: 1. analyse selected English texts using close reading skills (1.3,3.1,3.3) 2. contextualize the texts under investigation (1.4,2.3,2.4,5.2) 3. gather and interpret relevant data to inform judgements that include critical reflections on relevant social and cultural issues in Medieval England and in contemporary society (3.1,2.3,3.3,5.3) 4. evaluate primary and secondary sources critically and systematically (2.2,2.4) 5. express their knowledge and understanding clearly in written form at a near-native level (4.1).

Year 2 Semester 2		
Module	**Code**	**Learning outcomes**
EAP: Debate and Discussion	LEV018B05	After successful completion of this course, students will be able to:

		1. in a team, debate formally on an assigned topic in English: put forward an articulate and persuasive argument in debate speeches and lines of questions, highlighting significant points and relevant supporting details (CEFR level C1/C2). 2. as a team, ask well-formulated critical questions, respond to complex lines of counter-argument fluently, spontaneously and appropriately, and diplomatically rebut counter-arguments. 3. eloquently and articulately present a (partially improvised) spoken argument (CEFR level C1/C2). 4. critically evaluate their own and others' performance in a debate and propose concrete suggestions for improvement.
The Romantic Revolution	LEL017B05	Upon successful completion of the course unit, students are able to: 1. Demonstrate an understanding of the historical and cultural contexts of British Romanticism 2. Identify, and demonstrate familiarity with, the major texts of the period in terms of literary technique, genre and style, and its central themes, ideas and debates 3. Explain and apply critical approaches to Romantic literature and culture 4. Engage in informed discussions and arguments about Romantic literature and culture, both in speech and writing.
The Victorian Age: Progress and Anxiety	LEL020B05	Upon successful completion of the course unit, students are able to: 1. Demonstrate knowledge of the nature of the Victorian era, via its literature; 2. Describe the social contexts of these texts; 3. Analyze various views of literary works; 4. Demonstrate some independent literary-critical thought.
The Class Struggle in Modern Fiction	LEL016B05	After successful completion of this module, students will be able to

		- Demonstrate knowledge of a range of modern literary texts (from mid-nineteenth to early twenty-first century) concerned with issues of social class; - Demonstrate knowledge of the social, political, and historical contexts in which these texts were composed, published, and consumed; - Evaluate literary criticism addressing social class and modern British fiction; - Independently construct an argument about a literary text or set of texts that displays abstract and analytical thinking, and the synthesis of ideas.
Linguistics: Phonology Laboratory	LET023B05	Upon successful completion of the course unit, students are able to: 1. Demonstrate a thorough knowledge of English phonetics and phonology, including the anatomy and physiology of speech production, basic acoustics, and phonological theory concerning English phonemes, syllables, features and suprasegmentals (1.1). 2. Apply methods and techniques of phonetic and phonological language phenomena analyses to language, language development, and language change (2.4, 2.5 and 4.4) 3. Phonetically and acoustically analyse spoken language using computer programs like Audacity, PRAAT and vowel plotting software (3.1). 4. Report on a small-scale empirical study into English phonetics and phonology, involving creatively devising acoustic analyses of which the results are compared and contrasted to findings reported in the literature in a critically analytical way (5.2).
English Linguistics: The Language of Hip-Hop	LET032B05	After successful completion of this module, students will be able to: 1. demonstrate a basic knowledge of the role that language plays within hip-hop culture and music (1.1, 1.4, 3.2); 2. critically examine the role of African-American English and Hip-Hop Nation Language in contemporary society (2.4, 3.2, 3.3); 3. discuss (socio)linguistic approaches to hip-hop culture, discourse analytical approaches to rap, and phonological approaches to hip-hop musicology (1.1, 4.2) 4. perform and report on a thorough (literary) analysis of rap songs' content and form using linguistic theory and methodology (2.1, 3.1, 3.3, 5.2).
King Arthur, Romance, and Empire	LEO009B05	After successful completion of this module, students will be able to:

		- demonstrate critical knowledge of various literary traditions and their development in Medieval England - contextualise the texts under investigation - evaluate a range of primary and secondary sources critically and systematically - conduct research on a topic related to romance
Marvels, Monsters, and Mysteries	LEO016B05	After successful completion of this module, students will be able to: - demonstrate critical knowledge of various literary traditions and their development in Medieval England - contextualise the texts under investigation - evaluate a range of primary and secondary sources critically and systematically - conduct research on a topic related to travel writing, pilgrimage, the Crusades, or geography
English Linguistics: First Language Acquisition	LET041B05	Upon successful completion of the course unit, students are able to: 1. Understand and apply basic concepts, theories and methods in first language acquisition, syntax and semantics. (1.1). 2. Independently search the literature on specific themes in language acquisition and critically select, process and analyze information from these sources. (2.2). 3. Independently develop the linguistic argumentation for (i) a research proposal on a topic in language development (including some background literature, the rationale, research question and hypothesis, and approach). (2.1, 2.3, 2.4, 5.2). 4. Participate in academic debate with peers and discuss topics in language development convincingly, both orally and in writing, using their own insights and critically evaluate those of others. (4.2).
Learning and Teaching English as a Second Language	LEV021B05	Upon successful completion of this course, students are able to: 1. Identify current research topics within the realm of learning and teaching English as a second language 2. Discuss teaching methods used in the ESL classroom

		3. Name social affects that are at play in learning and teaching English as a second language 4. Show insights into the current ESL curriculum, among which the role, position and relevance of literature education in the teaching of English as a second language 5. Engage in a discussion on the optimal age to start learning English as a second language and the linguistic and non-linguistic effects to emerge from ESL learning at different lifespan stages 6. Formulate future directions and new avenues in the study of ESL learning and teaching
English Employed	LEV020B05	Upon successful completion of the course unit, students are able to: 1. Justify to an outsider why a degree in the humanities is useful in the contemporary workforce (4.1). 2. Prioritize their own values, talents and desires to determine what their dream job would be (5.3). 3. Discuss possible career opportunities with someone in the workforce (4.1, 4.3, 5.2). 4. Use knowledge from across the degree program to broaden their practical skillset (4.1, 5.2). 5. Use knowledge from across the degree program to apply for a job (cover letters, job interviews) (4.1, 5.2).
English Linguistics: Psycholinguistics	LET042B05	Upon successful completion of the course unit, students can: 1. display knowledge of appropriate (psycho)linguistic research methods (1.1, 1.2) 2. determine the type of research method best suited for a given research question in English (psycho)linguistics (1.2, 2.1, 3.2) 3. pick an appropriate behavioural method/paradigm for the type of research (2.3, 2.4) 4. create a behavioural (psycho)linguistic experiment using Open Sesame (2.4, 3.2, 5.4) and conduct a small-scale study 5. analyse the results using appropriate quantitative tools (2.3, 3.1) 6. discuss and write up a genre-appropriate empirical research report following APA guidelines (2.1, 2.3, 4.2, 4.3, 5.1, 5.2 and 5.3)
English Linguistics: Syntax	LET027B05	Upon successful completion of the course unit, students are able to: 1. Explain basic-level syntactic terms, themes and tools from generative syntax.

		2. Apply basic-level generative syntactic theory to analyze the structure of English sentences. 3. Participate in linguistic debate with peers, by convincingly discussing and presenting syntactic analyses.
Broken Images: Anglophone Modernism	LEL018B05	After successful completion of this module, students will be able to: - Demonstrate knowledge of a range of literary texts associated with the modernist period; - Demonstrate knowledge of the cultural contexts in which these texts were composed, published and consumed; - Locate, process, and analyse information from a variety of sources; - Engage in abstract and analytical thinking, and in the synthesis of ideas; - Clearly demonstrate independent critical thought.
Legacies of the Enlightenment	LEL021B05	-Knowledge of English-language literary texts associated with the Enlightenment, and of the cultural contexts in which these texts were composed, published, and consumed -Skills necessary to generate ideas relating to the Enlightenment, to seek out information from appropriate sources to test / refine / substantiate those ideas, and to engage in abstract and analytical thought (Programme Level Outcomes 2.1, 2.2, 2.4, 3.1); -Ability to synthesise complex ideas in their historical development (the state, the mind, modern urban society, philosophy of science, aesthetics, democratic reform, social inclusivity, gender, etc.), and to analyse texts of different literary registers (political, scientific, philosophical, and psychological discourse; drama; fiction; satiric verse; etc), [Programme Level Outcomes 1.3, 2.1, 3.1, 5.2]; -Ability to communicate in sophisticated academic English, and to use IT where appropriate in research, written work, and presentations (Programme Level Outcomes 5.4, 4.1).
American Literature and Social Justice	LEL032B05	After successful completion of this module, students will be able to: 1. demonstrate knowledge of a broad range of 19th-21st century American prose, drama, and poetry (1.2; 1.3) 2. demonstrate knowledge of the sociocultural and political contexts in which these texts were composed (1.4; 3.2)

		3. locate, process, and analyse information from a variety of sources (2.2; 2.4; 5.4) 4. engage in abstract and analytical thinking, and in the synthesis of ideas communicated through argumentation (2.1; 3.1; 4.1) 5. demonstrate independent critical thought (3.3; 5.3)
World Literatures in English	LEL019B05	After successful completion of this module, students will be able to: - analyze the cultural contexts of a wide variety of texts - apply theoretical concepts to new works - make connections between works across a wide spectrum of context and periods - produce independent, critical pieces using theory applied to new texts within a limited time - identify new areas for research and construct original, convincing arguments using a theoretical framework.
Controversy and Dispute in Medieval English Literature	LEO021B05	Students will have sufficient knowledge and understanding of various literary traditions and their development in Medieval England in order to 1) contextualise the texts under investigation 2) evaluate a range of primary and secondary sources critically and systematically. 3) be able to conduct research on a topic related to controversies and disputes in the Middle Ages.
Pirates and Poets: Viking Encounters	LEO014B05	Students will have sufficient understanding of Viking culture and its interface with the British Isles. They will be able to 1) critically evaluate selected Anglo-Saxon, Irish, and Old Norse texts that reflect a wide range of Viking encounters and their consequences in Northwest Europe 2) conduct research on a topic related to the course and present their findings in a well-structured presentation..

Year 3 Semester 1		

Module	Code	Learning outcomes
Minor / vrije ruimte	Variabel	

Year 3 Semester 2		
Module	**Code**	**Learning outcomes**
Keuzegroep A	Variabel	
Ba Thesis English Language and Culture	LEX003B10	Upon successful completion of the course unit, a student is able to: • Develop, design and execute a research project in their chosen area of specialisation: English linguistics, medieval English literature, or modern English literature. (2.1, 2.2, 3.3) • Demonstrate an awareness of the field relevant to the topic of their choosing. (1.3, 1.4, 5.1, 5.2) • Report their findings or construct arguments according to the written conventions of their area of specialisation. (2.3, 2.4) • Employ the theories or methodologies of their chosen area of specialisation. (1.1, 1.2, 3.1) • Communicate their work in written English at CEFR level C1/C to academic and to non-specialist audiences. (4.1, 4.2) • Work professionally, independently or as part of a team. (5.3, 5.4)
Keuzegroep B	Variabel	
Controversial Literature and Literary Controversy	LEL022B05	After successful completion of this module students will be able to: 1. Understand the role of social dimensions of literature as they relate to controversy and scandal throughout some of literary history (1.3, 1.4, 5.2) 2. Defend a well-argued position on issues related to the social aspect(s) of literature (2.1,

		2.2, 2.4, 3.1, 3.2) 3. Articulate a literary analysis that applies theoretical approaches relevant to the sociological study of literature (1.2, 4.1, 5.2, 5.3, 5.4)
English Language Variation	LET014B05	Upon successful completion of the module, students will be able to: (a) analyse and interpret linguistic data and report on the analysis and interpretation in speech and writing (1.1, 2.4, 3.1, 3.3, 4.1, 5.2); (b) process and synthesise theoretical-linguistic background literature relevant to variation in English, with different audiences in mind (1.1, 2.2, 2.4, 3.1, 3.3, 4.1, 4.2, 5.2); (c) use a range of standard tools for the analysis of language variation (1.1, 5.4); (d) independently and cooperatively set up and execute a study of language variation in English (1.1, 2.1, 4.3).
Language & Culture: Early Medieval England	LEO011B05	Upon successful completion of the course unit, students are able to: understand Old English texts [1.3,2.4,5.3] contextualize the Old English texts under investigation [1.4] to search for, process and analyse information on Anglo-Saxon literature from printed and electronic sources [2.2,2.4] evaluate primary and secondary sources critically and systematically [3.1,3.3] conduct independent research on any topic related to Anglo-Saxon England and present their findings in a well-structured and engaging report. [2.2,3.1,4.1,4.3]
Intersectional Approaches to	LEL031B05	After successful completion of this module, students will be able to: 1. demonstrate knowledge of diverse women's voices within twenty-first-century

Twenty-First-Century Women's Writing		US and world literatures as well as knowledge of their sociopolitical contexts (1.3, 1.4) 2. think analytically about a multiplicity of genres within American and world fiction, poetry, and drama (2.4) 3. identify intersectional approaches to issues of gender within twenty-first-century American and global women's writing (3.2) 4. produce texts written in English at a native/near-native level (C1/C2) (4.1)
English Linguistics: Language in Interaction	LET028B05	After successful completion of the module, students will be able to: 1. critically discuss a usage-based theory of communication and conversation analysis; 2. perform and report on an empirical study in the field of conversation analysis; 3. discuss differences in modes of communication, first- and second-language communication, and scripted and unscripted conversation on the basis of theory and empirical evidence.
Special Topic in Medieval Literature and Culture	LEO012B05	Students will have developed a conceptual understanding of literature gained from the analysis of one particular topos or theme in a selection of premodern texts. They will be able to approach premodern texts and their historical and cultural contexts from a number of theoretical angles.

Studenten kiezen in semester 2 per blok twee majorvakken (ten minste één uit jaar drie; één mag uit jaar twee komen), naast de Bachelorscriptie.

Year 1 **Semester 1**			
Module	**Code**	**Assessment methods**	Language
Making Meaning	LEL007P05	written assignments, digital exam	English

English Linguistics: Sentence Structure	LET010P05	continuous assessment, digital exam	English
English for Academic Purposes: Persuasive Expression	LEV012P05	exam, portfolio	English
EAP: Composition	LEV011P05	presentation, essay	English
Knowledge & Power: Introduction to Literature in English II	LEL010P05	digital exam, essay	English
English Linguistics: Sound Structure	LET011P05	exam	English

Year 1 **Semester 2**			
Module	**Code**	**Assessment methods**	Language
English Linguistics: Sociolinguistics	LET009P05	continuous assessment, digital exam	English
EAP: Argumentation	LEV013P05	written exam, oral exam, portfolio	English
English Literatures until 1550	LEO007P05	essay, written exam	English
English Literatures from 1550	LEL008P05	written assignments, written exam	English
Chaucer	LEO006P05	essay, written exam	English
Literary Theory for English Studies	LEL009P05	essay, written exam	English

Year 2 **Semester 1**			
Module	**Code**	**Assessment methods**	Language
EAP: Popular Contexts	LEV017B05	portfolio	English

Shakespeare and Early Modern Literature	LEL008B05	essay, written exam	English
English Linguistics: Language Change	LET021B05	assignments, digital exam	English
EAP: Research Reports	LEV019B05	essay, presentation	English
English Linguistics: Meaning and Use	LET022B05	digital exam, weekly assignments	English
Reading Early English	LEO013B05	Presentation, exam	English

Year 2 **Semester 2**			
Module	**Code**	**Assessment methods**	Language
EAP: Debate and Discussion	LEV018B05	essay, oral exam	English
The Romantic Revolution	LEL017B05	written assignment	English
The Victorian Age: Progress and Anxiety	LEL020B05	written assignments	English
The Class Struggle in Modern Fiction	LEL016B05	essay, exam essay	English
Linguistics: Phonology Laboratory	LET023B05	continuous assessment, digital exam, paper(s)	English
English Linguistics: The Language of Hip-Hop	LET032B05	paper(s)	English
King Arthur, Romance, and Empire	LEO009B05	essay, written exam	English
Marvels, Monsters, and Mysteries	LEO016B05	essay, written exam	English
English Linguistics: Psycholinguistics	LET042B05	digital exam, paper(s)	English
Learning and Teaching English as a Second Language	LEV021B05	quizzes, literature review, presentation	English
English Employed	LEV020B05	oral exam, portfolio	English

English Linguistics: First Language Acquisition	LET041B05	presentation, assignment, paper(s)	English
English Linguistics: Syntax	LET027B05	digital exam	English
Broken Images: Anglophone Modernism	LEL018B05	digital exam, essay	English
Legacies of the Enlightenment	LEL021B05	—Student Debate (worth 30% of the final grade) — Open Exam (worth 70% of the final grade)	English
World Literatures in English	LEL019B05	essay, exam essay	English
American Literature and Social Justice	LEL032B05	digital essay exam, paper	English
Controversy and Dispute in Medieval English Literature	LEO021B05	written assignment, written exam	English
Pirates and Poets: Viking Encounters	LEO014B05	digital exam, presentation	English

Year 3 **Semester 1**			
Module	**Code**	**Assessment methods**	Language
Minor / vrije ruimte	Variabel		English

Year 3 **Semester 2**			
Module	**Code**	**Assessment methods**	Language
Keuzegroep A	Variabel		
Ba Thesis English Language and Culture	LEX003B10	thesis	English
Keuzegroep B	Variabel		

Controversial Literature and Literary Controversy	LEL022B05	essay	English
English Language Variation	LET014B05	written assignments, presentation	English
Language & Culture: Early Medieval England	LEO011B05	written assignment, written exam	English
Intersectional Approaches to Twenty-First-Century Women's Writing	LEL032B05	essay	English
English Linguistics: Language in Interaction	LET028B05	written assignments	English
Special Topic in Medieval Literature and Culture	LEO012B05	essay	English