



rijksuniversiteit
groningen

faculteit der letteren

academisch jaar «year»2021/2022

Toetsplan

Bachelor English Language and Culture



Data in this Assessment plan may be subject to change as a result of the exceptional situation caused by the Covid-19 pandemic. Such changes fall within the range of options outlined by the Faculty Board and the Board of Examiners.

1 / Visie op onderwijs en toetsing

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 'just' literature or 'just' 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 / Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering)

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 in an exam, students have access to a mock exam, which is also discussed in one of the teaching sessions. In many cases, the same goes for essay-based assessment.

It is also transparent what criteria students are assessed on. Assessment criteria are available on the digital learning environment, Nestor. 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 / Toetsdossier

a. Het toetsdossier

De eisen die aan het toetsdossier gesteld worden zijn neergelegd in §4 van het 'Protocol borging toetskwaliteit in modules' van de Examencommissie.

Alle examinatoren van een opleiding zorgen ervoor dat de EC de volgende stukken in de vorm van een 'toetsdossier' ter beschikking staan:

- a. de studiehandleiding
- b. de cijferlijst, bevattende alle deelcijfers die bijdragen aan het eindcijfer
- c. - in het geval van een toets in engere zin: de toets zoals deze afgenomen is, incl. antwoordmodel/sleutel;



- in het geval van werkstukken: de opdrachtformulering, informatie over de daarbij toegepaste beoordelingswijze (beoordelingscriteria en normering), voor zover niet beschikbaar in studiehandleiding, en de volledig ingevulde beoordelingsformulieren
- in het geval van eindwerkstukken: de volledig ingevulde beoordelingsformulieren en de ingeleverde werkstukken (al dan niet voorzien van commentaar door de docent)
- d. de blauwdruk voor de toetsing, verslagen van intervisiebijeenkomsten, (zelf)evaluaties van het modules e.d. voor zover beschikbaar
- e. een door de examinerator ingevuld evaluatieformulier met informatie over het verloop van de toetsing.

b. Betrokken actoren

Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk:

4 / Programmering van de toetsing in de tijd

| | |
|--|-----------|
| Overzicht van de eindkwalificaties van de opleiding + matrix | Bijlage 1 |
| Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen | Bijlage 2 |
| Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en) | Bijlage 3 |
| Aanvullende regelingen voor het afstudeerdossier | Bijlage 4 |

Leidend zijn de doelen van de opleiding, die neergelegd zijn in de eindkwalificaties van de opleiding (bijlage 1). De studieonderdelen vervullen gezamenlijk een rol in het toewerken naar die eindkwalificaties. Dit komt tot uiting in een coherent curriculum met een transparante structuur. De matrix eindkwalificaties (bijlage 1) benoemt de vakken waarin summatieve toetsing plaatsvindt en maakt een onderscheid tussen a) studieonderdelen die middels toetsing *toeleiden* naar het in de eindkwalificaties beschreven eindniveau en b) studieonderdelen waarin toetsing *op eindniveau* plaatsvindt (in dit laatste geval vallen de leeruitkomsten van het studieonderdeel dus samen met de eindkwalificaties). Dit onderscheid komt tot uitdrukking in de markering:

“x”, d.w.z. met onderstreping, wordt gebruikt voor summatieve¹ toetsing op eindniveau;
“x” voor summatieve toetsing op een lager prestatieniveau;

¹ Summatief toetsen is het onderzoek dat erop gericht is te oordelen over de kennis en de vaardigheden van een student. Meestal gebeurt dit met een cijfer in combinatie met een vorm van onderbouwing van het cijfer (vrij naar ‘Toetsen in het hoger onderwijs’ (2017)).



“fx” voor formatieve² evaluatie op een lager prestatieniveau.

Parallel aan het curriculum biedt het toetsprogramma (bijlage 2) een evenwichtig gestructureerd overzicht van toetsvormen en toetsperiodes. Studieonderdelen binnen een leerlijn kunnen eventueel eenzelfde visuele markering in het overzicht krijgen.

Om op programmaniveau inzichtelijk te krijgen of de gekozen toetsvormen aansluiten bij de leeruitkomsten van vakken en een evenwichtige mix vormen in de aanloop naar de eindkwalificaties, worden alle beoogde leeruitkomsten van de studieonderdelen aan de toetsvormen gerelateerd (bijlage 3).

Aangezien voor onderdelen van het afstudeerdossier (bijv. de scriptie) specifieke regelingen kunnen bestaan (zoals goedkeuring scriptievoorstel, omvang begeleiding, herkansing), zijn deze regelingen opgenomen in bijlage 4.

5 / Borging toetskwaliteit door de Examencommissie

De borging van de toetskwaliteit door de Examencommissie speelt zich af op het niveau van het programma en op het niveau van de afzonderlijke vakken.

a. Borging toetskwaliteit op programmaniveau

Jaarlijks brengt de Examencommissie in het jaar voorafgaand aan het nieuwe academische jaar advies uit over het concept-toetsplan van de opleiding.

b. Borging toetskwaliteit op moduleniveau

De Examencommissie stelt zich ten doel de toetsing in alle vakken van de opleiding in een driejarige cyclus te evalueren, met dien verstande dat de toetsing van elk vak ten minste eenmaal in de drie jaar doorgelicht wordt. Hierbij wordt mede gekeken naar de plaats van het vak in het curriculum en de plaats ervan in een specifieke leerlijn. Daarnaast wordt een beredeneerde selectie gemaakt uit scripties.

6 / Archivering

² Formatief evalueren betreft het proces van zoeken, aggregeren en interpreteren van informatie die studenten en docenten vervolgens kunnen gebruiken om te bepalen waar studenten staan in hun leerproces, waar zij naartoe moeten werken en op welke manier dat het meest effectief is (vrij naar 'Toetsen in het hoger onderwijs' (2017)).



7/ Lijst van de voor toetsing relevante documenten

Facultaire visie op onderwijs en toetsing - p.m.

Regels en Richtlijnen – het huishoudelijk reglement van de Examencommissie

Onderwijs- en examenregeling (OER) – juridisch bindend document geldend voor het studentencohort dat in hetzelfde academisch jaar met de studie start. De OER bevat tevens eventuele overgangsregelingen voor eerdere cohorten.

Matrix eindkwalificaties – bijlage bij het Toetsplan, waarin gespecificeerd wordt in welke modules *summatieve toetsing op eindniveau* plaatsvindt (codering: “x”, d.w.z. met onderstreping) en in welke modules *formatieve* (codering “fx”) dan wel *summatieve toetsing* op een lager prestatieniveau (codering: “x”) plaatsvindt

Stagehandleiding –studiehandleiding voor het curriculumonderdeel ‘stage’.

Studiehandleiding – uitwerking van OER en toetsplan op moduleniveau, in lijn met de informatie in Ocasys.

Toetsplan – bijlage bij de OER en daarmee in juridische zin bindend.

Toetsprogramma - Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen (het ongewijzigde huidige “toetsplan”)

Toetsprotocol – de uitwerking van OER deel A, art. 8.7 .

Bijlage 1. Eindkwalificaties van de opleiding + Matrix eindkwalificaties

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: |
|--|---|
| <p>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.</p> | <ol style="list-style-type: none"> 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 |
| <p>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.</p> | <ol style="list-style-type: none"> 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 |
| <p>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.</p> | <ol style="list-style-type: none"> 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 |
| <p>4 Communication Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> | <ol style="list-style-type: none"> 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) |
| <p>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.</p> | <ol style="list-style-type: none"> 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 |

Matrix of realized learning outcomes / course units in the Bachelor's degree programme in English Language and Culture 2020-21

| | | 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 | | | | |
| LO09P05 | Literary Theory for English Studies | | X | | | | | X | X | X | X | X | X | | X | | X | X | X |

| YEAR 2, semester 1 | course unit code | course unit title | 1. Knowledge and understanding | | | | 2. Applying knowledge and understanding | | | | 3. Making judgements | | | 4. Communic ation | | | 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 |
| LEV017B05 | | EAP: Popular Contexts | | | | | | | | | | | X | X | X | | | X | | |
| LEL008B05 | | Shakespeare and Early Modern Literature | | | X | X | | X | | X | | | X | | | | | X | X | |
| LET021B05 | | English Language Change | X | | | X | X | | X | X | | | X | | | | | | | |
| LEV019B05 | | EAP: Research reports | | | | | 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 | | |
| YEAR 2, semester 2a | | | | | | | | | | | | | | | | | | | | |
| LEV018B05 | | EAP: Debate and Discussion | | | | | | | X | | X | X | X | | X | | X | | | |
| LEL017B05 | | The Romantic Revolution | | X | X | X | | | | X | X | | X | | | X | X | X | | |
| LEL020B05 | | The Victorian Age: Progress and Anxiety | | X | X | X | | | | X | | | X | | | X | X | X | | |
| LEL016B05 | | The Class Struggle in Modern Fiction | | 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 | |
| LET026B05 | | English Linguistics: Morphology | X | | | | X | X | 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 | | |
| LET029B05 | | English as a Lingua Franca | X | | | | | X | X | X | X | | X | X | | X | | | | |
| YEAR 2, semester 2b | | | | | | | | | | | | | | | | | | | | |
| course unit code | | course unit title | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|-----------|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LETo24B05 | English Linguistics: Research Tools | | | | | | | X | X | X | | X | | | | | | | X |
| LEVo21B05 | Learning and Teaching English as a Second Language | X | | | | | X | | | X | | X | | | | | | | |
| LEVo20B05 | English Employed | | | | | | | | | | | X | | X | | X | X | | |
| LETo25B05 | English Linguistics: Lexicon | X | | | | X | X | X | X | X | | X | | X | X | | | | X |
| LETo27B05 | English Linguistics: Syntax | X | | | | | | | X | X | | X | | | | | | | |
| LELo18B05 | Broken Images: Anglophone Modernism | | X | X | X | X | X | | X | X | | X | | | X | | X | X | X |
| LELo21B05 | Legacies of the Enlightenment | | X | X | X | X | X | | X | X | | X | | | | X | | | X |
| LELo19B05 | World Literatures in English | | X | X | X | X | X | | X | X | X | X | | | | X | X | X | X |
| LELo07B05 | Shakespeare in Stratford | | X | X | | X | | | | | | X | X | X | | | | X | X |
| LEOo04B05 | Saints and Sinners in Medieval England | | X | X | X | | | | X | X | | X | X | | X | | | X | |
| LEOo21B05 | Controversy and Dispute | | X | X | X | | | | X | X | | X | X | | X | | | X | |
| LEOo14B05 | Pirates and Poets | | 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 1 | | | | | | | | | | | | | | | | | | | |
| course unit code | course unit title | | | | | | | | | | | | | | | | | | |
| LELo25B05 | Neo-Victorian Literature and Culture: The Reinvention of the Nineteenth Century | | X | X | X | | | X | X | X | X | X | | X | X | | | | |
| LELo24B05 | Crossing Borders | | X | X | X | X | | | | X | X | X | X | | | | | X | X |
| YEAR 3, semester 2 | | | | | | | | | | | | | | | | | | | |
| course unit code | course unit title | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LEL999B10 | Bachelor's Thesis & Research Seminar English (Modern Literature) | | | X | | X | X | X | X | X | | X | X | X | | X | | X | X |
| LEO999B10 | Bachelor's Thesis and Research Seminar English (Older English Literature) and Language) | | X | | X | X | X | X | X | X | | X | X | X | | X | X | X | |
| LET999B10 | Bachelor's Thesis & Research Seminar English (Linguistics) | X | | | | X | X | X | X | X | | X | X | X | | X | X | X | X |
| LELO22B05 | 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 | |
| | Schoolyards and Haunted Houses: Multi- Ethnic American Literature | | | 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 | |

Bijlage 2. Leeruitkomsten en toetsing daarvan in vakken

| Year 1 Semester 1 | | |
|--|-----------|--|
| Module | Code | Learning outcomes |
| Making Meaning | LELO07P05 | Upon successful completion of the module students will have demonstrated: <ul style="list-style-type: none"> - 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 | LETo10P05 | 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: <ol style="list-style-type: none"> 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 | LEVO12P05 | Upon successful completion of the course unit, students are able to: <ol style="list-style-type: none"> 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 | LEVO11P05 | Upon successful completion of the course unit, students are able to: <ol style="list-style-type: none"> 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) use academic sources to support their argument (2.2) |
| Knowledge & Power: Introduction | LELO10P05 | Upon successful completion of the course unit, students are able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of a range of modern and contemporary English-language literary texts; 2. Describe the social contexts of these texts; |

| | | |
|--------------------------------------|-----------|---|
| to Literature in English II | | <ol style="list-style-type: none"> 3. Analyze various views of literary works; 4. Demonstrate some independent literary-critical thought |
| English Linguistics: Sound Structure | LET011P05 | <p>Explain in broad terms how sounds are produced in human language;</p> <ul style="list-style-type: none"> - 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 | <p>After successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> - 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 | <p>On completion of this course, students are able to:</p> <ol style="list-style-type: none"> 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 | <ul style="list-style-type: none"> - 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; - read Middle English literature in the original language 1.3, 3.1; - express their knowledge and understanding clearly in writing 4.1, 4.2, 4.3 |
| English Literatures from 1550 | LEL008P05 | <p>Upon successful completion of the course unit, students have the independent ability to:</p> <ol style="list-style-type: none"> 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; |

| | | |
|-------------------------------------|-----------|---|
| | | <p>4. employ university standard primary and secondary sources relating to English, biblical and Classical literature;</p> <p>5. communicate what they have learned to a general audience in written form;</p> <p>6. read, research and assess English texts in an increasingly independent manner (by comparison with the working methods of the introductory literature courses).</p> |
| Chaucer | LEO006P05 | <ul style="list-style-type: none"> - 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 | <p>On completion of this module a student should have:</p> <ul style="list-style-type: none"> - a critical and self-critical understanding of key concepts in the study of literature: authority, language, gender, sexuality, class, and history; - an understanding of some key theoretical and critical texts in the study of literature the ability to analyse literary texts using appropriate literary theoretical concepts; - the ability to express their knowledge and understanding clearly in written and oral forms. |

| Year 2 Semester 1 | | |
|---|-------------|--|
| Module | Code | Learning outcomes |
| EAP: Popular Contexts | LEVO17B05 | <p>Students completing the course will meet the following learning outcomes:</p> <ul style="list-style-type: none"> - Ability to work effectively in editorial teams - Knowledge of genre specific conventions for writing a number of creative writing pieces - Ability to present work to a non-academic audience with specific goals in mind - Ability to use an academic language skill to generate non-academic writing |
| Shakespeare and Early Modern Literature | LEL008B05 | <p>Upon successful completion of this course a student is able to:</p> <ol style="list-style-type: none"> 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 | LETo21B05 | <p>Upon successful completion of this module, students will be able to.</p> <ul style="list-style-type: none"> - identify approximate datings for English-language texts from the Old English period to the present day on the basis of linguistic features - explain selected major linguistic changes in the history of English with a good grounding in linguistic theory - explain the connections between synchronic variation and diachronic change on the basis of concrete examples |
| EAP: Research Reports | LEVO19B05 | <p>Upon successful completion of this course, students are able to:</p> <ol style="list-style-type: none"> 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 | LETo22B05 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Students will be able to read and translate early Middle English texts (prose and verse) independently. - They will be able to contextualize the texts under investigation and evaluate primary and secondary sources critically and systematically. - They will also be able to conduct research on a topic related to the course. |

| Year 2 Semester 2 | | |
|---|--------------------------------------|--|
| Module | Code | Learning outcomes |
| EAP: Debate and Discussion | LEVO18B05 | <p>After successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. debate formally on a variety of topics: put forward an articulate and persuasive argument, formally present a formal position, highlight significant points and relevant supporting details, respond to comments and questions and answer complex lines of counter-argument fluently, spontaneously and appropriately (2.4, 3.2, 3.3, 4.1 5.2; CEFR p. 15). 2. present a complex topic confidently and articulately to an audience unfamiliar with it: structure and adapt the talk flexibly to meet the audience's needs, handle difficult and even hostile questioning. (4.1, 5.2 CEFR p. 21?22). 3. follow and contribute to complex interactions between third parties in group discussions and meetings (4.3; CEFR p. 8). 4. appreciate and adapt to sociolinguistic aspects of other cultures (4.1, 4.3). 5. provide and process feedback in a culturally sensitive and constructive manner (4.3). *N.B.: The numbers in brackets refer to degree level learning outcomes. |
| The Romantic Revolution | LELO17B05 | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the nature of the Romantic Movement, 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 Victorian Age: Progress and Anxiety | LELO20B05 | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 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. |
| LELO16B05 | The Class Struggle in Modern Fiction | <p>After successful completion of this module, students will be able to</p> <ul style="list-style-type: none"> - Demonstrate knowledge of a range of modern literary texts (from mid 19th to early 21st C) 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 | LETo23B05 | 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). |
| LETo26B05 | English Linguistics: Morphology | After successful completion of the course, students will be able to: - independently find the most relevant literature on specific topics related to English morphology; - explain the most pertinent terminology about English word formation; - reflect in abstract linguistic terms on theoretical issues related to English morphology; - analyse problems, conflicts and paradoxes related to English morphology and propose informed solutions to these problems; - provide morphological analyses of data from language acquisition, language change, and speech errors; - proficiently use computer tools available for morphological analysis, like WordSmith, BNC, and CELEX; set up, analyse and report on a small-scale study on a subject of choice within English morphology. |
| LEOo09B05 | King Arthur, Romance, and Empire | - 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 |
| LEOo16B05 | Marvels, Monsters, and Mysteries | - 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 |
| LETo29B05 | English as a Lingua Franca | After completion of this module, students will be able to: - discuss formal aspects of English as a Lingua Franca, in contrast to English as an L1 and to various European mother tongues, with reference to relevant linguistic frameworks; - discuss language-political aspects of the role of ELF in Europe; |

| | | |
|-----------|--|---|
| | | - - conduct questionnaire research in the area of ELF, and report on the results in writing |
| LET024B05 | Linguistics: Research Tools | As part of this course, English linguistics students transition from being students to being researchers. As such, after this course, the learner: (1) Has knowledge of tools appropriate for linguistic research (2) Can determine the type of research best suited for a given English linguistic research question (3) Can decide on an appropriate tool for the type of research (4) Can analyze the results using appropriate quantitative or qualitative tools (5) Can discuss and write up results in an academic genre appropriate for linguistics |
| LEVO21B05 | Learning and Teaching English as a Second Language | By the end of the 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 |
| LEVO20B05 | English Employed | 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). |
| LET025B05 | Linguistics: Lexicon | As of succesful completion of the course, students will have acquired knowledge of linguistic and psycholinguistic theories of what constitutes an English word and how it is processed. In addition, they will have practiced their ability: - to generate new ideas - to search for information in an academic context - to identify, present and resolve problems in the area of English word theory - for abstract and analytical thinking regarding language - to justify a standpoint or decision, based on the collection and synthesis of relevant information - to communicate in English in oral and written forms at near-native level |

| | | |
|-----------|---|---|
| | | <ul style="list-style-type: none"> - to interact with others in a cooperative and constructive manner - to identify and fill knowledge gaps related to theories of the lexicon - to use IT applications |
| LETo27B05 | English Linguistics: Syntax | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 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. |
| LELo18B05 | Broken Images: Anglophone Modernism | <p>After successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> - 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. |
| LELo21B05 | Legacies of the Enlightenment | <ul style="list-style-type: none"> - 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). |
| LELo19B05 | World Literatures in English | <p>After successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> - 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. |
| LELo07B05 | Shakespeare in Stratford | <p>After successful completion of this module, students will be able to</p> <ul style="list-style-type: none"> - read and understand a Shakespearean play text, - understand the process by which a play becomes produced: experience various aspects of that process including developing a concept, acting, and design, |

| | | |
|-----------|--|--|
| | | <ul style="list-style-type: none"> - become a more critical audience member, - become acquainted with a variety of genres of dramatic literature, - analyse the various parts of any theatre piece, - converse about Shakespeare's theatre and stagecraft |
| LEO021B05 | Controversy and Dispute in Medieval English Literature | 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. They will also be able to conduct research on a topic related to the controversy and dispute in the Middle Ages. |
| LEO014B05 | Pirates and Poets: Viking Encounters | 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 and 2) conduct research on topics related to the course. |

| | | |
|--------------------------|-------------|--------------------------|
| Year 3 Semester 1 | | |
| Module | Code | Learning outcomes |
| Minor / vrije ruimte | Variabel | |

| | | |
|--------------------------|------------------|--|
| Year 3 Semester 2 | | |
| Module | Code | Learning outcomes |
| LELO24B05 | Crossing Borders | <p>After successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of a range of literary fiction and theory relating to the experience of exile or migration (1.2; 1.3); - Demonstrate knowledge of the cultural, social and political contexts in which these texts were composed (1.4; 3.2); - Locate, process, and analyse information from a variety of sources (2.2; 2.4; 5.4); - Engage in abstract and analytical thinking, and in the synthesis of ideas communicated through argumentation (2.1; 3.1; 4.1); - Clearly demonstrate independent critical thought (3.3; 5.3). |

| | | |
|---|---|---|
| Neo-Victorian Literature and Culture: The Reinvention of the Nineteenth Century | LELO25B05 | <ul style="list-style-type: none"> - Recall features of Victorian culture for use in the analysis of cultural phenomena. - Recall features of Postmodern culture for use in the analysis of cultural phenomena. - Apply an understanding of the Neo-Victorian genre to texts. - Formulate an overview of several key Neo-Victorian texts across various media. |
| Keuzegroep A | Variabel | |
| LEL999B10 | Ba Thesis English (Modern Literature) | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. provide a critical overview of a field that contextualises a topic of their own choosing; 2. structure a BA thesis in a logical and coherent form; 3. evaluate competing critical claims in order to produce an independent BA thesis; 4. engage in self-directed, degree-level research on a topic of the student's choosing; 5. communicate their work in written English of degree level to academic and non-specialist audiences. |
| LEO999B10 | Ba Thesis English (Older English Lit.) | Students will be able to identify interesting and appropriate topics for literary research. They will be able to carry out relevant research, assess the applicability of modern methodologies to individual texts and write a 7500-word academic essay in English, with a clear theoretical orientation. |
| LET999B10 | Ba Thesis English (Linguistics) | <p>After successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Develop new and innovative research questions about a linguistic theme related to English linguistics, gather and collect relevant information from a variety of linguistics sources, interpret and analyze this information, and summarize and synthesize their findings in an analytic way with a sufficient level of specificity and detail. 2. Critically approach, read, and synthesize sources about a given topic and do so with respect for deadlines, showing an ability to work and write under pressure using appropriate IT-skills. 3. Both orally and in written form express the research findings clearly and accurately in academic English, evidenced both from the final 7000-word thesis and a final thesis presentation in class, as well as interact with the instructor and other students in a cooperative and constructive manner during class sessions |
| Keuzegroep B | Variabel | |
| LELO22B05 | Controversial Literature and Literary Controversy | <p>After successful completion of this module students will be able to:</p> <p>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)</p> <ol style="list-style-type: none"> 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) |

| | | |
|-----------|--|---|
| LETo14B05 | English Language Variation | Analyse and interpret linguistic data (provided) and report on the analysis and interpretation in writing / process and synthesise relevant theoretical linguistic background literature / use a range of standard tools for the analysis of language variation / independently and cooperatively set up and execute a study of language variation with provided data |
| LEO011B05 | Language & Culture: Early Medieval England | Students will be able to read and translate Old English texts (prose and verse) independently. They will have sufficient understanding of A-S literature and culture in order to 1) contextualise the texts under investigation 2) evaluate a range of primary and secondary sources critically and systematically. They will also be able to conduct independent research on any topic related to A-S England. |
| | Schoolyards and Haunted Houses: Multi-Ethnic American Literature | <ul style="list-style-type: none"> • Knowledge of diverse voices within modern and contemporary multi-ethnic American literature and of its sociopolitical contexts (1.3, 1.4); • Ability to think analytically about a multiplicity of genres within American fiction and drama (2.4) • Ability to identify ideas in multi-ethnic American literature that are relevant to contemporary social justice issues in the United States and abroad (3.2) • Ability to produce essays written in English at a native/near-native level (C1/C2) (4.1) |
| LETo28B05 | English Linguistics: Language in Interaction | After successful completion of the module, students will be able to... <ol style="list-style-type: none"> 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. |
| LEO012B05 | Special Topic in Medieval Literature and Culture | 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 |
| Making Meaning | LEL007P05 | written assignments, written exam |
| English Linguistics: Sentence Structure | LET010P05 | continuous assessment, digital exam |
| English for Academic Purposes: Persuasive Expression | LEV012P05 | exam, portfolio |
| EAP: Composition | LEV011P05 | digital exam, essay |
| Knowledge & Power: Introduction to Literature in English II | LEL010P05 | digital exam, essay |
| English Linguistics: Sound Structure | LET011P05 | continuous assessment, digital exam, paper(s) |

| Year 1 Semester 2 | | |
|--------------------------|-------------|---------------------------|
| Module | Code | Assessment methods |

| | | |
|---|-----------|---|
| English Linguistics: Sociolinguistics | LET009P05 | continuous assessment, digital exam, paper(s) |
| EAP: Argumentation | LEV013P05 | continuous assessment, digital exam, oral exam, portfolio |
| English Literatures until 1550 | LEO007P05 | essay, written exam |
| English Literatures from 1550 | LEL008P05 | written assignments, written exam |
| Chaucer | LEO006P05 | essay, written exam |
| | LEL009P05 | essay, written exam |

| | | |
|-------------------------------------|--|--|
| Literary Theory for English Studies | | |
|-------------------------------------|--|--|

| Year 2 Semester 1 | | |
|---|-------------|------------------------------------|
| Module | Code | Assessment methods |
| EAP: Popular Contexts | LEV017B05 | digital exam, oral exam, portfolio |
| Shakespeare and Early Modern Literature | LEL008B05 | essay, written exam |
| English Linguistics: Language Change | LET021B05 | assignments, digital exam |
| EAP: Research Reports | LEV019B05 | essay, presentation |

| | | |
|--------------------------------------|-----------|----------------------------------|
| English Linguistics: Meaning and Use | LET022B05 | digital exam, weekly assignments |
| Reading Early English | LEO013B05 | assignments, digital exam |

| Year 2 Semester 2 | | |
|---|--------------------------------------|--|
| Module | Code | Assessment methods |
| EAP: Debate and Discussion | LEV018B05 | continuous assessment, oral exam, presentation |
| The Romantic Revolution | LEL017B05 | essay, written assignment |
| The Victorian Age: Progress and Anxiety | LEL020B05 | written assignments |
| LEL016B05 | The Class Struggle in Modern Fiction | essay, exam essay |
| Linguistics: Phonology Laboratory | LET023B05 | continuous assessment, digital exam, paper(s) |

| | | |
|-----------|---|--|
| LETo26B05 | English Linguistics: Morphology | continuous assessment, paper(s), written exam |
| LEO009B05 | King Arthur, Romance, and Empire | essay, written exam |
| LEO016B05 | Marvels, Monsters, and Mysteries | essay, written exam |
| LETo29B05 | English as a Lingua Franca | essay, written assignments |
| LETo24B05 | Linguistics: Research Tools | digital exam, weekly assignments |
| LEV021B05 | Learning and Teaching English as a Second Language | Quizzes, literature review, presentation |
| LEV020B05 | English Employed | oral exam, portfolio |
| LETo25B05 | Linguistics: Lexicon | assignments, digital exam |
| LETo27B05 | English Linguistics: Syntax | digital exam |
| LELo18B05 | Broken Images: Anglophone Modernism | digital exam, essay |
| LELo21B05 | Legacies of the Enlightenment | —Student Debate (worth 30% of the final grade) — Open Exam (worth 70% of the final grade) |
| LELo19B05 | World Literatures in English | essay, exam essay |

| | | |
|-----------|--|----------------------------|
| LELO07B05 | Shakespeare in Stratford | essay |
| LEO021B05 | Controversy and Dispute in Medieval English Literature | presentation, written exam |
| LEO014B05 | Pirates and Poets: Viking Encounters | digital exam, presentation |

| | | |
|--------------------------|-------------|---------------------------|
| Year 3 Semester 1 | | |
| Module | Code | Assessment methods |
| Minor / vrije ruimte | Variabel | |

| | | |
|---|------------------|---------------------------|
| Year 3 Semester 2 | | |
| Module | Code | Assessment methods |
| LELO24B05 | Crossing Borders | essay, exam |
| Neo-Victorian Literature and Culture: The Reinvention of the Nineteenth Century | LELO25B05 | |
| Keuzegroep A | Variabel | |

| | | |
|--------------|--|--|
| LEL999B10 | Ba Thesis English (Modern Literature) | thesis |
| LEO999B10 | Ba Thesis English (Older English Lit.) | thesis |
| LET999B10 | Ba Thesis English (Linguistics) | thesis |
| Keuzegroep B | Variabel | |
| LELO22B05 | Controversial Literature and Literary Controversy | essay |
| LETo14B05 | English Language Variation | assignments, essay, written assignments |
| LEO011B05 | Language & Culture: Early Medieval England | presentation, written exam |
| LELO23B05 | Schoolyards and Haunted Houses: Multi-Ethnic American Literature | Essay, final project with options including a) a traditional academic essay; b) a professionally written book review and self-reflective essay; c) a creative piece—poetry, fiction, or memoir—and self-reflective essay |
| LETo28B05 | English Linguistics: Language in Interaction | written assignments |
| LEO012B05 | Special Topic in Medieval Literature and Culture | essay, presentation |

Bijlage 3. Schematische weergave toetsprogramma

