



rijksuniversiteit
groningen

faculteit der letteren

Academisch jaar 2023/2024

Toetsplan

Master Literary Studies



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.

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| 1 / | <p>Visie op onderwijs en toetsing</p> <p>Our vision of education places the responsibility for student learning with the students themselves: autonomous, independent learning. This translates into a vision of assessment, in line with the University's assessment policy (2014), in which the emphasis is on formative and summative assessment that on the one hand aims to guide students' learning process, and on the other allows us to assess whether students have met the programme learning outcomes.</p> <p>Learning outcomes are assessed incrementally, by assessing specific learning outcomes for individual course units, as specified in the matrix of learning outcomes (Appendix 4). Course units in each track assess both the programme learning outcomes that are shared across tracks as well as those that are specific to each track. The matrix shows a good balance of testing knowledge, application, communication and language skills in the different course units. Assessment forms are varied, and depend on the specific learning outcomes that are to be assessed, and on whether the assessment is formative or summative.</p> |
| 2 / | <p>Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering)</p> <p>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 assessments.</p> <p>It is also transparent what criteria students are assessed on. Assessment criteria are available on the digital learning environment, Nestor. The two sections, Modern Literature and Older Language and Literature, have standard sets of descriptors that are used for essay marking.</p> |



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| <p>3 /</p> | <p>Toetsdossier</p> <p>a. Het toetsdossier</p> <p>De eisen die aan het toetsdossier gesteld worden zijn neergelegd in §4 van het 'Protocol borging toetskwaliteit in modules' van de Examencommissie.</p> <p>Alle examinatoren van een opleiding zorgen ervoor dat de EC de volgende stukken in de vorm van een 'toetsdossier' ter beschikking staan:</p> <ul style="list-style-type: none">a. de studiehandleidingb. de cijferlijst, bevattende alle deeltcijfers die bijdragen aan het eindcijferc. - 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 beschikbaare. een door de examinator ingevuld evaluatieformulier met informatie over het verloop van de toetsing. <p>b. Betrokken actoren</p> |
| | <p>Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk:</p> <p>Omtrent het toetsdossier zijn er vier actoren die verantwoordelijkheid dragen:</p> <ul style="list-style-type: none">- Examinatoren zijn verantwoordelijk voor het tijdig beschikbaar maken van een redelijkwijs zo volledig mogelijk toetsdossier.- Leerstoelhouders zijn verantwoordelijk voor het faciliteren van de bovengenoemde taak.- Het Clusterbestuur is verantwoordelijk voor het faciliteren van de bovengenoemde taak.- De Examencommissie gebruikt het toetsdossier voor borging. |
| <p>4 /</p> | <p>Programmering van de toetsing in de tijd</p> |



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| | <table border="1"><tr><td>Overzicht van de eindkwalificaties van de opleiding + matrix</td><td>Bijlage 1</td></tr><tr><td>Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen</td><td>Bijlage 2</td></tr><tr><td>Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)</td><td>Bijlage 3</td></tr><tr><td>Aanvullende regelingen voor het afstudeerdossier</td><td>Bijlage 4</td></tr></table> | 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 |
| Overzicht van de eindkwalificaties van de opleiding + matrix | Bijlage 1 | | | | | | | | |
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| Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en) | Bijlage 3 | | | | | | | | |
| Aanvullende regelingen voor het afstudeerdossier | Bijlage 4 | | | | | | | | |
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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;
“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.

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)).

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)).



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| 5 / | <p>Borging toetskwaliteit door de Examencommissie</p> <p>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.</p> <p>a. Borging toetskwaliteit op programmaniveau</p> <p>Jaarlijks brengt de Examencommissie in het jaar voorafgaand aan het nieuwe academische jaar advies uit over het concept-toetsplan van de opleiding.</p> <p>b. Borging toetskwaliteit op moduleniveau</p> <p>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.</p> |
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| 6 / | <p>Archivering</p> <p>Archivering vindt plaats volgens de door het OWI vastgestelde richtlijnen.</p> |
| 7 / | <p>Lijst van de voor toetsing relevante documenten</p> |
| | <p>Facultaire visie op onderwijs en toetsing - p.m.</p> <p>Regels en Richtlijnen – het huishoudelijk reglement van de Examencommissie</p> <p>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.</p> <p>Matrix eindkwalificaties – bijlage bij het Toetsplan, waarin gespecificeerd wordt in welke modules <i>summatieve toetsing op eindniveau</i> plaatsvindt (codering: “<u>x</u>”, d.w.z. met onderstreping) en in welke modules <i>formatieve</i> (codering “fx”) dan wel <i>summatieve toetsing op een lager prestatieniveau</i> (codering: “x”) plaatsvindt</p> <p>Stagehandleiding –studiehandleiding voor het curriculumonderdeel ‘stage’.</p> |



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

Graduates of this specialization have:

| Dublin Descriptors | Generic Competences |
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| <p>Knowledge and understanding Demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.</p> | <ol style="list-style-type: none"> 1. Advanced knowledge and understanding of the cultural context in which literary texts were composed. 2. Advanced knowledge and understanding of literary, cultural and/or textual theories and methods. 3. Advanced knowledge and understanding of texts written in a variety of genres. |
| <p>Applying knowledge and understanding The ability to apply their knowledge, understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.</p> | <ol style="list-style-type: none"> 4. The ability to generate new ideas. 5. The ability to work with unfamiliar material. 6. The ability to search for, process and analyse information from a variety of sources. 7. The ability to think in an abstract and analytical manner, and to synthesize ideas. |
| <p>Making judgements The ability to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information, including reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.</p> | <ol style="list-style-type: none"> 8. The ability to be critical and self-critical. 9. The ability to identify, articulate and resolve problems. |
| <p>Communication The ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p> | <ol style="list-style-type: none"> 10. The ability to express themselves in a clear, well-structured manner incorporating the opinions or research of others. 11. The ability to communicate key information from their discipline in a manner appropriate to their target audience. 12. The ability to interact constructively with others, respecting cultural differences. |
| <p>Learning skills The learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p> | <ol style="list-style-type: none"> 13. The ability to learn and stay up to date with learning. 14. The ability to work with a high degree of autonomy. |

In addition,

Graduates of English Literature and Culture have

15. Advanced knowledge and understanding of a range of English literary texts from different literary periods.
16. Knowledge and understanding of texts written in regional English, global English, or older forms of English (e.g. medieval English).
17. The ability to work with various types of English language media.
18. Knowledge of the interaction between cultural, economic or technological factors and literature in English.
19. The ability to express themselves in clear, well-structured English at level C2.

Graduates of Writing, Editing and Mediating have

19. The ability to express themselves in clear, well-structured English at level C2.
20. Knowledge and understanding of a range of theoretical and methodological debates related to the dissemination of texts (e.g. editing, electronic publication).
21. The ability to apply key methods and concepts relevant to advanced textual study.
22. The ability to examine and process English texts to ensure their appropriate dissemination (e.g. copy-editing) with due acknowledgement of cultural differences.
23. Knowledge of the interaction between cultural, economic or technological factors and textuality.

Graduates of European Literatures and Interculturality have

24. Advanced knowledge of the role of processes of intercultural theory, change and transfer.
25. Advanced knowledge of the cultures and histories of the European continent in general, and of at least one region in particular.
26. The ability to read, interpret and compare texts from different genres and in different styles in their chosen language of expertise.
27. The ability to reflect on research about processes of cultural change and cultural transfer between different languages, cultures and literatures and their interaction.
28. The ability to express themselves orally and in written form at the required level in a variety of registers (formal, informal, specialist) in their chosen language of study or in either Dutch or English.

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

Matrix of realized learning outcomes / course units

Track: English Literature and Culture

| Code | Course unit title | Semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
|-----------|----------------------|----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|---|
| LEL...M05 | MA Research Seminar | 1b | x | x | x | x | | | x | | | x | x | x | x | | x | x | | | x | |
| LEL...M05 | Literature's Society | | x | | x | | x | | x | x | x | x | | | | | x | | | | x | x |
| | MA Tutorials | 1 / 2 | x | x | | x | x | x | x | | x | x | x | | x | x | | | | | | x |

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| LEX999M20 | MA Thesis in Eng. Literature and Culture | 2 | | x | | x | | x | x | x | x | x | x | x | x | x | x | | | x | | x |
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| LEX000M10 | Master's Work Placement in English | 1 / 2 | | | | x | x | x | | x | x | x | | x | | x | | | | | x | |
|-----------|------------------------------------|-------|--|--|--|---|---|---|--|---|---|---|--|---|--|---|--|--|--|--|---|--|

Track: Writing, Editing and Mediating

| Code | Course unit title | Semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 19 | 20 | 21 | 22 | 23 | |
|-----------|-------------------|----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|---|
| LEL021M10 | WEM 1 | 1 / 2 | x | x | x | | | x | x | x | x | x | x | x | x | x | x | | | | x | x |

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| LET011M10 | WEM 2 | 1 / 2 | | | x | | x | x | | x | | | | | | x | x | x | x | x | |
| LEO015M10 | WEM 3 | 1 | x | x | x | | x | x | | x | | | | x | x | x | x | x | x | x | |
| LEL031M10 | WEM 4 | 2 | | | | | x | x | | x | x | x | | x | x | x | x | x | x | x | |
| LEL072M05 | WEM 5a: Towards the Digital Text, Part A: Book History | 1 | x | x | | x | | | x | x | | | | x | x | | | x | x | | x |
| LEL073M05 | WEM 5b: Towards the Digital Text, Part B: Digital Remediation and Publishing | 1 | x | x | | x | | | x | x | | | | x | x | | | x | x | | x |
| LEX069M05 | WEM 6a: Creative Writing, Part A: Practical Introduction to Poetic Form | 1 | | | x | x | | | x | x | | | | | | x | x | | | | |
| LEX0..M05 | WEM 6b: Creative Writing, Part B: Introduction to Creative Nonfiction | 1 | | x | x | | x | | | x | x | | | | | x | x | | x | | |

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| LEX999M20 | MA Thesis in Eng. Literature and Culture | 2 | x | x | | x | x | x | x | x | x | x | x | | | x | x | | x | | x |
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| LBX000M10 | Master's Work Placement WEM | 1 / 2 | | | | x | x | x | | x | x | x | | x | x | | | | | | x |
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Track: European Literatures and Interculturality

| Code | Course unit title | Semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 24 | 25 | 26 | 27 | 28 | |
|-----------|---|----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|---|
| LEU001M10 | Theoretical approaches to European literature | 1 | | x | | x | x | x | x | x | x | x | x | x | x | x | | | x | x | x | |
| LDX015M10 | The Legacy of Modernism (German) | 1 | x | x | x | x | | x | x | | x | x | x | x | x | x | | x | x | | x | |
| LZX003M10 | Swedish Crime Fiction and the Demise of the Welfare State | 1 | x | x | | x | | x | x | x | | x | x | x | | x | | x | | | x | |
| LEU002M10 | Imagining Freedom in Russian Literature | 1 | x | x | | x | | x | x | x | x | x | x | x | | x | x | x | x | x | x | |
| LRI032M10 | Italian Modernism in a European Perspective | 1 | x | x | x | x | | x | x | x | x | x | x | | | x | | x | x | x | x | |
| LRF039M10 | The Child in French Youth Literature | 1 | | x | x | x | | x | | | x | x | x | | | x | | x | | x | x | |
| LRS039M10 | Literature and Crisis in the Hispanic World | 1 | x | x | x | x | | x | x | x | x | x | x | | | x | | x | x | x | x | |
| LHF022M10 | Sociology of Frisian Literature | 1 | x | x | | x | | x | x | x | x | x | | | | | | | | | x | x |

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| LDX003M10 | Literary Critique on Europe after 1945 (German) | 2 | x | x | x | | x | x | | x | x | x | | x | | | x | x | x | | x | |
| LZX001M10 | Humor and Satire in Swedish Literature and Culture | 2 | x | x | x | x | | x | x | x | x | x | x | | x | | | | x | x | x | x |
| LEU003M10 | Rethinking Transition in (Post)Soviet Literature and Film | 2 | x | x | | x | | x | x | x | x | x | x | | x | | | | x | x | x | x |
| LRF043M10 | French-Iranian Women's Writing | 2 | x | x | | x | | x | x | x | | x | x | x | | | | x | | | | x |
| LRI033M10 | Italy Today: New Forms of Italian Literature and Cinema | 2 | x | x | | x | x | x | x | x | x | x | x | | x | x | | x | x | x | | x |
| LRS040M10 | Representations of Marginality in Spain | 2 | x | x | | | x | x | x | x | x | | x | x | | | | | x | x | x | |
| LHF023M10 | Frisian Literary History | 2 | | | x | x | | x | x | x | x | x | | | | | | | x | x | | x |
| LEU999M20 | Master's Thesis Literary Studies | 2 | x | x | x | x | x | x | x | x | x | x | x | | x | x | | | x | x | x | x |

Bijlage 2. Leeruitkomsten en toetsing daarvan in vakken

| Module | Code | Learning outcomes |
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| Master's Thesis WEM | LEX998M20 | Upon successful completion of the course unit, a student is able to: 1. demonstrate an advanced understanding of the interaction of English texts and their contexts [1, 2, 5, 23]; 2. demonstrate an advanced knowledge of theories related to textual study or to textual editing [2, 21]; 3. present an independently devised and logically structured argument or a critical edition [4, 7]; 4. identify the strengths and weaknesses of their own work and use this knowledge to improve their final thesis [8]; 5. locate relevant and up-to-date sources of various kinds that support their conclusions [5, 6]; 6. express themselves clearly in an extended written work in English of C2 level which is suitable for an academic audience [10, 11, 19]; 7. |

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| | | devise a work based on independent research which can be carried out within a defined time limit [4, 9, 14]. |
| WEM 1: Modern Literature and Mediation | LEL021M10 | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. demonstrate knowledge and understanding of contemporary literary works in English, their social context, relevant literary and theoretical concepts, and aspects of the social mediation of literature [1, 2, 3, 23]; 2. select, interpret and critically assess data from a variety of academic and non-academic sources with a high degree of independence [6, 8, 13, 14]; 3. formulate questions and well-developed arguments on literary features, themes, and theoretical concerns related to contemporary fiction in English [7, 9, 10, 14]; 4. produce texts in a variety of genres appropriate to the mediation of English literature to specific audiences, displaying advanced writing skills [3, 10, 11, 19, 22]; and 5. work constructively in a team, involving task and time |

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| | | management, peer feedback, and reflection [learning outcomes 8, 12, 14]. |
| WEM 2: Modern English Language | LET011M10 | At the end of this course, students are aware of standards and levels of correctness in English. They are familiar with the basic tools available to an editor or writer. They are familiar with kinds of English and the differences involved, and they know their possibilities and limitations in working as a language corrector. The students should be well-equipped to work in translation agencies, publishing houses, etc. |
| WEM 3: From Manuscript to Printed Book | LEO015M10 | 1. to read, or develop the ability to read, medieval and (early) modern hand-written texts; 2. to conduct a full bibliographical investigation for a particular text; 3. to transcribe such texts effectively, with the aim of compiling an edition; 4. to convert a transcription into an edition; 5. to produce all necessary parts of an edition; 6. to make available to a variety of target audiences text material which is difficult to access and to interpret, in an effective way; 7. to apply a theoretical basis for |

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| | | producing different types of text editions. |
| WEM 6a: Creative Writing Part A: Practical Introduction to Poetic Form. | LEL069M05 | Advanced knowledge and understanding of texts written in a variety of genres. The ability to generate new ideas. The ability to work with unfamiliar material. The ability to be critical and self-critical. The ability to identify, articulate and resolve problems. The ability to work with a high degree of autonomy. The ability to express themselves in clear, well-structured English at level C2. |
| WEM 6b: Creative Writing Part B: Introduction to Creative Nonfiction | LEL | <p>Demonstrate advanced knowledge and understanding of contemporary creative nonfiction writing and its aesthetic and cultural preoccupations (3)</p> <p>2. Produce creative nonfiction pieces in multiple forms and sub-genres (3, 19)</p> <p>3. Apply previously unfamiliar techniques from “mentor texts” to their own creative nonfiction (5, 14, 21)</p> <p>4. Critique and make judgments about their writing (8)</p> <p>5. Identify, articulate, and resolve</p> |

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| | | <p>problems in their writing (9, 14)</p> <p>6. Respond respectfully to a diversity of cultural backgrounds in commenting on other authors' writing (2, 5)</p> <p>7. Use professional norms to produce submission-ready creative nonfiction (19)</p> <p>8. Express themselves in clear, well-structured English at level C2 (19)</p> |
| WEM 5a: Towards the Digital Text, Part B: Digital Remediation and Publishing | LEL072M05 | <p>Upon successful completion of the course unit, students are able to: 1. interpret and critically assess recent research literature related to the history of books [2, 8, 18, 20]; 2. construct well-informed and logically structured arguments on interrelationships between authorial and reading practices, technology, censorship, copyright laws, book distribution, and textual production and interpretation [1, 2, 4, 7, 17, 18, 20, 23]; 3. communicate findings in a manner that is clear and accessible to their target audience [12, 19].</p> |
| WEM 5b: Towards the Digital Text, Part A: Book History | LEL073M05 | <p>Upon successful completion of the course unit, students are able to: 1. interpret and critically assess recent research literature related to digital textuality [2, 8, 18, 20]; 2. construct</p> |

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| | | <p>well-informed and logically structured arguments on effects of digital technology on archival texts, current literary and academic production, publishing, and reading practices [1, 2, 4, 7, 17, 18, 20, 23];</p> <p>3. communicate findings in a manner that is clear and accessible to their target audience [12, 19].</p> |
| Master's Work Placement WEM | LBX000M10 | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. work independently in a professional context on the basis of succinct instructions; 2. collaborate with others in a professional context; 3. communicate professionally in an appropriate register in English or the language of the internship provider; 4. reflect on their work and functioning, in relation to their degree programme. |
| WEM 4: Translating and Editing | LEL031M10 | <ol style="list-style-type: none"> 1. deal with the theoretical and practical issues involved in editing and/or translation; 2. employ the basic tools employed by translators and/or editors; 3. demonstrate an |

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| | | <p>understanding based on experience of the different stages involved in publishing; 4. be self-critical and constructively critical about others' work; 5. identify and resolve problems in collaboration with others with a high degree of autonomy present written material with an awareness of its target audience.</p> |
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| MA Research Seminar | LEL071M05 | <p>By the end of this course, students will have the ability to:</p> <ol style="list-style-type: none"> 1. Develop their knowledge and understanding of a selection of theoretical approaches, literary theories and research methods [1, 2, 3, 15]. 2. Generate new ideas about their chosen research topic, 3. Identify and evaluate relevant up-to-date sources and write a detailed MA thesis proposal [4, 15]. 4. Think in a critical and analytical manner about complex research questions and participate in |

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| | | <p>discussions of research in progress [7].</p> <p>5. Communicate complex research questions in a clear and structured manner to a range of audiences [10, 11, 19].</p> <p>6. Participate in critical discussions surrounding authors and their works [13].</p> <p>7. Participate in group work on older forms of English in a constructive and respectful manner [12, 16]</p> |
| Literature's Society | LEL.... | <p>After successful completion of this module, students will be able to:</p> <p>1.synthesise accounts of the social role of literature in the light of their readings of literary texts;</p> <p>2. analyse primary texts written in a variety of genres from various periods of modern literature;</p> <p>3. formulate their own account of the relationship between literary texts and the presumptions about the social role of literature from which these texts emerged;</p> |

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| | | 4. communicate in written English in an academic form and register appropriate to MA level. |
| Master's Work Placement English | LEX000M10 | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. work independently in a professional context on the basis of succinct instructions; 2. collaborate with others in a professional context; 3. communicate professionally in an appropriate register in English or the language of the internship provider; 4. reflect on their work and functioning, in relation to their degree programme. |
| Master's Thesis English | LEX999M20 | Upon successful completion of the course unit, a student is able to: |

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| | | <p>1. demonstrate an advanced understanding of English texts in their chosen areas [2, 15]; 2. present an independently devised and logically structured argument or a critical edition [4, 7]; 3. identify the strengths and weaknesses of their own work and use this knowledge to improve their final thesis [8]; 4. locate relevant and up-to-date sources of various kinds that support their conclusions [6, 13, 17]; 5. express themselves clearly in an extended written work in English of C2 level which is suitable for an academic audience [10, 11, 19]; 6. devise a work based on independent research which can be carried out within a defined time limit [4, 9, 14].</p> |
| Travel Writing | LEL007M05 | <p>After successful completion of the course, students will be able to: - demonstrate a knowledge and understanding of Modernist contexts and theoretical considerations of travel in writing; -formulate pertinent questions after synthesising ideas and materials; -locate relevant, up-to-date sources and autonomously integrate new materials into discussions and writing; -synthesise ideas communicated through</p> |

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| | | argumentation with consideration of a range of perspectives. |
| James Joyce's Ulysses | LEL048M05 | Upon successful completion of the course unit, students are able to: 1. demonstrate detailed knowledge and understanding of James Joyce's Ulysses, the cultural contexts from which it emerged, and some significant critical approaches to the text [1, 2, 3, 15, 16]; 2. select, interpret, and critically assess data from a variety of up-to-date sources with a high degree of independence [5, 6, 13, 14]; 3. formulate questions related to specific aspects of Joyce's work and construct well-informed and logically structured arguments about them [4, 7, 9, 14]; and 4. communicate findings in a manner that is clear and accessible to the target audience [10, 11, 19]. |
| Mid-Century Modern | LEL050M05 | Upon successful completion of the course unit, students are able to do the following: ? identify the major concerns of the emergent field of mid-century literary studies and locate areas for further exploration; ? evaluate the influence that the mid-century historical and political context had on British literary style; |

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| | | ? independently construct an argument about multiple texts. |
| Virginia Woolf: Beyond the Lighthouse | LEL054M05 | Upon successful completion of the course unit, students are able to do the following: Demonstrate knowledge and understanding of the development of Woolf's literary style across time; Demonstrate knowledge and understanding of the historical and political context of Woolf's formal experimentation; Evaluate single author and modernist studies scholarship to identify how a wider reading of Woolf's work might enrich or challenge dominant critical understandings of her writing and her place within literary history; Independently construct an argument that accounts for multiple texts and situates them within a wider body of writing. |
| The World of Women in Early Medieval Lit | LEO031M05 | critically analyse different medieval literary traditions in their respective cultural contexts; - compare the three socio-cultural traditions and place them in a broader Northwest European context; - assess the applicability of critical methodologies to the traditions; - conduct independent research on a topic |

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| | | related to the course theme and present that research. |
| Modes of Alterity in Old English Poetry | LEO034M05 | demonstrate knowledge of two complex Old English texts in the original language; - analyse and contextualise these texts from a critical and theoretical perspective; - conduct independent research on a topic related to the course theme - present that research |
| World War II: The Other Modernist War | LEL051M05 | Upon successful completion of the course unit, students are able to do the following: ? Demonstrate knowledge and understanding of the historical, political, and cultural context in which World War II-era writing was produced and consumed; ? Demonstrate knowledge and understanding of the mid-century development and reception of modernist techniques; ? Clearly present and evaluate recent scholarship on late modernism and war writing; ? Independently construct an argument about multiple texts. |
| Wondrous Wisdom in Early English Poetry | LEO040M05 | 1. acquire knowledge and an overview of Old English Wisdom Poetry 2. are able to analyse and |

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| | | <p>contextualise these texts independently, from a critical and theoretical perspective</p> <p>3. are able to conduct independent research into these texts (13, 18)</p> <p>4. are able to and present that research</p> |
| The Value of Literature | LEL047M05 | <p>An ability to discuss attitudes towards literature and its criticism in the context of British literary history;</p> <p>- an ability to analyse the relation of literary criticism to creative writing;</p> <p>- an ability to articulate a reasoned opinion on the function of literary criticism in society, from the sixteenth to the twentieth centuries.</p> |
| Popular Genres and Young Adult Fiction | LEL082M05 | <p>Students who successfully complete this course</p> <p>1. will be able to demonstrate advanced knowledge of contemporary young adult fiction (1, 3, 15)</p> <p>2. will be able to analyse and contextualise these texts independently from a critical and theoretical perspective (2, 4, 5, 6, 7, 14)</p> <p>3. will be able to conduct independent research on these texts (4, 13, 14)</p> <p>4. will be able to present that</p> |

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| | | research effectively in writing (9, 10, 11, 13, 19) |
| Telling Horror Stories: Intersectional Thinking and the Contemporary Gothic | LEL089M05 | <p>Students who successfully complete this course</p> <ol style="list-style-type: none"> 1. will be able to demonstrate advanced knowledge of contemporary hemispheric American and multiethnic US Gothic literature (1, 3, 15) 2. will be able to analyse and contextualise these texts independently from a critical and theoretical perspective (2, 4, 5, 6, 7, 14) 3. will be able to conduct independent research on these texts (4, 13, 14) 4. will be able to present that research effectively in writing (9, 10, 11, 13, 19) |
| Otherness, History & Graphic Narrative | LEL088M05 | <p>Students who successfully complete this course</p> <ol style="list-style-type: none"> 1. will be able to demonstrate advanced knowledge of contemporary graphic narrative, |

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| | | <p>including YA texts and works “for adults” (1, 3, 15)</p> <p>2. will be able to analyse and contextualise these texts independently from a critical and theoretical perspective (2, 4, 5, 6, 7, 14)</p> <p>3. will be able to conduct independent research on these texts (4, 13, 14)</p> <p>4. will be able to present that research effectively in writing (9, 10, 11, 13, 19)</p> |
| Humour and Religion in Medieval Drama | LEO054M05 | <p>acquire knowledge and an overview of medieval English drama (1, 3, 16)</p> <p>2. are able to analyse and contextualise these texts independently, from a critical and theoretical perspective (5, 6, 7)</p> <p>3. are able to conduct independent research into these texts (13, 18)</p> <p>4. are able to and present that research (8, 9, 13)</p> |

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| <p>Languages in Early Modern England</p> | <p>LEL084M05</p> | <ul style="list-style-type: none"> • Advanced knowledge and understanding of texts written in a variety of genres from early modern England • The ability to generate new ideas about language and its relationship to literature • The ability to search for, process and analyse information from a variety of literary and linguistic early modern sources • The ability to express ideas incorporating the research of others |
| <p>Transformative and Fan Fiction in Context</p> | <p>LEL086M05</p> | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1.demonstrate detailed knowledge and understanding of some major genres and some examples of transformative and fanfiction, their sociological, legal, economic and political contexts, and some significant critical approaches to these phenomena; 2.select, interpret, and critically assess data from a variety of up-to- |

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| | | <p>date sources with a high degree of independence;</p> <p>3. formulate questions related to specific aspects of fanfiction and construct well-informed and logically structured arguments about them; and</p> <p>4. communicate findings in a manner that is clear and accessible to the target audience.</p> |
| Environmental Humanities: Methods and Debates | LEL090M05 | <p>Upon successful completion of the course unit, students are able to do the following:</p> <p>Demonstrate advanced knowledge and understanding of the emergent field of the environmental humanities and locate areas for further exploration (programme-level learning outcomes 1,2, 3, 5, 7, 9, 13, 15);</p> <p>Clearly present and evaluate recent scholarship on the environmental humanities and environmental literature(programme-learning outcomes 5, 9, 11);</p> |

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| | | Independently construct an argument about multiple texts (programme-level learning outcomes 4, 6, 7, 10, 13, 14, 19). |
| Poetry After Chaucer | LEO055M05 | <ul style="list-style-type: none"> • Demonstrate knowledge of major fifteenth-century poets and their relationship to Chaucer • Better understand how literary history is created • Conduct independent research into these texts and present that research • Analyse and contextualise these texts independently from a critical and theoretical perspective |
| Taboos in Medieval England and Ireland | LEO056M05 | <ul style="list-style-type: none"> - critically analyse two different medieval literary traditions in their respective cultural contexts - place these socio-cultural traditions in a broader Northwest European context - assess the applicability of critical methodologies to the traditions |

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| | | - conduct independent research on a topic related to the course theme |
| Children's Gothic | LEL078M05 | <ol style="list-style-type: none"> 1. will acquire knowledge of contemporary Gothic fiction for children and young adults (1, 3, 16) 2. will be able to analyse and contextualise these texts independently from a critical and theoretical perspective (5, 6, 7) 3. will be able to conduct independent research into these texts (13, 18) 4. will be able to present that research effectively in writing (8, 9, 13) |
| Order and Conflict in Renaissance England | LEL080M05 | <p>On successful completion of the course unit students will be able to:</p> <ul style="list-style-type: none"> •analyse the ways in which varieties of social conflict are represented in Renaissance England; •explain the complex interplay between Renaissance writing and its socio-cultural background; |

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| | | <ul style="list-style-type: none"> •synthesise the common strategies for constructing outgroups in literature; •analyse the manner in which tensions between order and disorder function in Renaissance England; •communicate in English in an academic register appropriate to MA study. |
| Navigating the Cantos of Ezra Pound | LEL087M05 | Module not offered this year. |
| 'Anglo-Saxon England' in the Sixteenth and Seventeenth Centuries | LEO051M05 | <ol style="list-style-type: none"> 1. acquire knowledge and an overview of the beginnings of Old English studies and antiquarianism (1, 3, 16) 2. are able to analyse and contextualise relevant texts, books and manuscripts independently, from a critical and theoretical perspective (5, 6, 7) 3. are able to conduct independent research into these texts, books and manuscripts (13, 18) |

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| | | 4. are able to and present that research (8, 9, 13) |
| The Poetry of T. S. Eliot; Poet and Playwright | LEL077M05 | <p>knowledge and understanding of the evolution of T.S. Eliot's aesthetics across literary genres;</p> <p>skills necessary to analyse writing in a variety of genres and forms, and make use of the latest research and/or archive material;</p> <p>ability to construct an argument that accounts for multiple texts and that situates them within a wider body of writing.</p> |
| Tudor Books | LEL085M05 | <ul style="list-style-type: none"> • Gain knowledge of the production of books in early modern England in manuscript and print • Advanced knowledge of the culture context of early modern literature and its reading practices • The ability to work with unfamiliar material • The ability to work with a high degree of autonomy |

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| <p>Theoretical approaches to European Literature</p> | <p>LEU001M10</p> | <p>Advanced knowledge and understanding of literary, cultural and / or textual theories and methods The ability to to analyse various literary and filmic texts The ability to critically analyse modern prose fiction and apply literary theory to modern prose fiction The ability to demonstrate these skills by means of oral presentations, participation in discussions and essays</p> |
| <p>The Legacy of Modernism (German)</p> | <p>LDX015M10</p> | <p>Advanced knowledge of Modernist literary contexts Advanced knowledge of literary, cultural and/or textual theories and methods connected to cross-references between literature, philosophy and science The ability for abstract and analytical thinking and the synthesis of ideas in the fields of epistemology and the history of ideas The ability to express themselves in a clear, well-structured manner incorporating the opinions or research of others The ability to work with a high degree of autonomy in Modernism-related research</p> |

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| | | <p>Advanced knowledge of the cultures and histories of the European continent in general, and of Germany and Austria in particular</p> <p>The ability to read, interpret and compare texts from different genres and in different styles in German</p> <p>The ability to express themselves orally and in written form in a variety of registers (formal, informal, specialist) in German.</p> |
| Swedish Crime fiction and the demise of the welfare state | LZX003M10 | <p>Advanced knowledge of various texts of Swedish crime fiction and of relevant critical texts</p> <p>The ability to situate these texts within their historical and social contexts and to analyse them from a literary or cultural perspective</p> <p>The ability to conduct research independently on the basis of a critical examination of secondary sources</p> <p>The ability to present this research in written as well as oral form, expressing themselves in academic Swedish</p> |

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| | | The ability to constructively communicate with each other about primary and secondary material. |
| Imagining Freedom in Russian Literature | LEU002M10 | Advanced knowledge an insight into 19th- and 20th-century Russian literature and culture in a global comparative perspective The ability to analyse literature in a cultural-historical context and with adequate use of concepts in literary and cultural theory The ability to carry out original research on a chosen topic The ability to present research results to an audience of specialists or non-specialists. |
| Italian Modernism in a European Perspective | LRI032M10 | Advanced knowledge and insight into Italian modernism within a European context Advanced knowledge and insight into literary and cultural theories and methodologies, with particular regard to the analysis of modernist literature and culture. Advanced knowledge of the cultures and histories of the European continent in general, and of Italy in particular The ability to carry out original research on a chosen topic |

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| | | <p>The ability to present research results (in Italian) to an audience of specialists or non-specialists</p> <p>The ability to read, interpret and compare texts from different genres and in different styles.</p> |
| The child in French youth literature | LRF039M10 | <p>Advanced knowledge of various texts of French youth literature and of relevant critical texts.</p> <p>Clear understanding of sociocultural, literary and linguistic characteristics of the genre as well as insight into the interrelated problematics of translation.</p> <p>The ability to research specific questions in relation to the student's profile</p> <p>The ability to give oral and written presentations on the researched topics.</p> |
| Literature and Crisis in the Hispanic World | LRS039M10 | <p>Advanced knowledge of the relationship between literature and sociocultural and political crises</p> <p>The ability to deliver oral and written presentations of academic level on these matters</p> |

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| | | The ability to initiate a limited research project of their own. |
| Sociology of Frisian Literature | LHF022M10 | <p>Advanced knowledge of Frisian literary history 1600-present Advanced knowledge of the relation between literature and society, especially on the field of Frisian literature as a minority literature</p> <p>The ability to present research results on an academic level in oral and written form The ability to conduct research in comparative literary studies, mainly sociology of literature</p> |
| Literary Critique on Europe since 1945 (German) | LDX003M10 | <p>Advanced knowledge of contemporary German language, culture and literature The ability to give an academic presentation The ability to understand and apply literary theories and methods relevant to modern German literature The ability to complete written and oral assignments in academic German.</p> |

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| <p>Humor and satire in Swedish literature and culture</p> | <p>LZX001M10</p> | <p>Advanced knowledge of various satirical texts and other humorous genres written by Swedish authors</p> <p>The ability to situate these texts within their historical and social contexts and to analyse them from a literary or cultural perspective</p> <p>The ability to conduct research independently on the basis of a critical examination of secondary sources, and to present this research in written as well as oral form, expressing themselves in academic Swedish</p> <p>The ability to constructively communicate with each other about primary and secondary material.</p> |
| <p>Rethinking Transition in (Post)Soviet Literature and Film</p> | <p>LEU003M10</p> | <p>Advanced knowledge of and insight into contemporary Russophone literature and culture in a global comparative perspective</p> <p>The ability to analyse literature and film in a cultural-historical context and from various methodological perspectives, with adequate use of concepts in literary and cultural</p> |

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| | | <p>theory</p> <p>The ability to carry out original research on a chosen topic</p> <p>The ability to present research results to an audience of specialists or non-specialists.</p> |
| French-Iranian Women's Writing | LRF043M10 | <p>Advanced knowledge and understanding of characteristics of contemporary French-Iranian literature written by female authors, from a transnational and gender perspective</p> <p>The ability to situate these texts within their historical and social contexts and to analyse them from a literary or cultural perspective</p> <p>The ability to conduct research independently on the basis of a critical examination of secondary sources, and to present this research in written as well as oral form, expressing themselves in academic French</p> |

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| | | <p>The ability to constructively communicate with each other about primary and secondary material.</p> |
| <p>Italy Today: New Forms of Italian Literature and Cinema</p> | <p>LRI033M10</p> | <p>Advanced knowledge of and insight into contemporary Italian literature and culture within a European context Advanced knowledge of and insight into literary and cultural theories and methodologies, with particular regard to the analysis of contemporary cultural productions Advanced knowledge of the cultures and histories of the European continent in general, and of Italy in particular</p> <p>The ability to carry out original research on a chosen topic The ability to present research results (in Italian) to an audience of specialists or non-specialists The ability to read, interpret and compare texts from different genres and in different styles.</p> |

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| <p>Representations of Marginality in Spain</p> | <p>LRS040M10</p> | <p>Advanced knowledge of current or past debates and approaches in the field of the arts and culture studies Advanced knowledge of at least one theoretical and methodological approach The ability to give an analysis and interpretation of a work of art in the context of oeuvre, genre, period, and in the broader context of a culture, or be able to analyse aspects of art institutions, policy or management The ability to relate their own specialist knowledge of a particular art form (literature, film, drama, music, visual art or new digital art) to other disciplines such as philosophy, history or sociology The ability to relate the art form of which they acquired specialized knowledge, to the broader context of cultural studies: have a knowledge of current or past discourse in the field of the arts and culture studies, or literature studies The ability to understand and evaluate intellectual arguments The ability to select, apply and, where necessary, adapt a relevant</p> |
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| | | <p>research method</p> <p>The ability to develop a vision of the role of the arts and culture in society</p> <p>The ability to make decisions in complex situations, thereby demonstrating sensitivity to context</p> <p>The ability to make use of academic research and to present the results in correct English, using various media, to an audience of specialists and non-specialists, in written and spoken form, audio-visually and digitally</p> <p>The ability to independently formulate a research proposal and conduct research.</p> |
| Frisian literary history | LHF023M10 | <p>Advanced knowledge of Frisian literary history from 1600-2015 in particular and literary theory in general</p> <p>The ability to present research results on an academic level in oral and written form</p> <p>The ability to conduct research in (comparative) literary studies</p> <p>Understanding of literary representation of societal configurations and developments in</p> |

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| | | <p>minority literatures in general and Frisian literature in particular.</p> |
| <p>Master's Thesis Literary Studies</p> | <p>LEU999M20</p> | <p>Advanced knowledge and understanding of the cultural context in which literary texts were composed</p> <p>Advanced knowledge and understanding of literary, cultural and/or textual theories and methods</p> <p>Advanced knowledge and understanding of texts written in a variety of genres</p> <p>Advanced knowledge of the cultures and histories of the European continent in general, and of at least one region in particular</p> <p>The ability to generate new ideas</p> <p>The ability to work with unfamiliar material</p> <p>The ability to search for, process and analyse information from a variety of sources</p> |

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| | | <p>The ability to be critical and self-critical</p> <p>The ability to identify, articulate and resolve problems</p> <p>The ability to express themselves in a clear, well-structured manner incorporating the opinions or research of others</p> <p>The ability to communicate key information from their discipline in a manner appropriate to their target audience</p> <p>The ability to learn and stay up to date with learning</p> <p>The ability to work with a high degree of autonomy</p> <p>The ability to read, interpret and compare texts from different genres and in different styles in their chosen language of expertise</p> <p>The capacity to reflect on research about processes of cultural change and cultural transfer between</p> |
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| Module | Code | Assessment methods |
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| Master's Thesis WEM | LEX998M20 | thesis |
| Master's Work Placement WEM | LBX000M10 | stageverslag |
| WEM 1: Modern Literature and Mediation | LEL021M10 | portfolio / presentatie / schriftelijke opdracht(en) / werkstuk(ken) |
| WEM 2: Modern English Language | LET011M10 | schriftelijk tentamen / werkstuk(ken) |
| WEM 3: From Manuscript to Printed Book | LEO015M10 | schriftelijk tentamen / schriftelijke opdracht(en) |
| WEM 6: Creative Writing Part A: Practical Introduction to Poetic Form. | LEL069M05 | portfolio, creative Portfolio (50%) Critical Commentary (50%) |

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| WEM 6: Creative Writing Part B: Introduction to Creative Nonfiction | LEL | portfolio of creative nonfiction pieces (60%), schriftelijke opdracht (10%), essay (30%) |
| WEM 5: Towards the Digital Text, Part A: Book History | LEL072M05 | schriftelijke opdracht(en) |
| WEM 5: Towards the Digital Text, Part B: Digital Remediation and Publishing | LEL073M05 | schriftelijke opdracht(en) |
| WEM 4: Translating and Editing | LEL031M10 | portfolio |
| Master's Work Placement English | LEX000M10 | stageverslag |
| MA Research Seminar | LEL071M05 | verslag |
| Literature's Society | LEL | schriftelijke opdracht(en) |
| Master's Thesis English | LEX999M20 | scriptie |
| Travel Writing | LEL007M05 | essay |
| The Value of Literature | LEL047M05 | |
| James Joyce's Ulysses | LEL048M05 | schriftelijke opdracht(en) |

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| Mid-Century Modern | LEL050M05 | schriftelijke opdracht(en) |
| Virginia Woolf: Beyond the Lighthouse | LEL054M05 | schriftelijke opdracht(en) |
| The World of Women in Early Medieval Lit | LEO031M05 | essay |
| Modes of Alterity in Old English Poetry | LEO034M05 | essay |
| World War II: The Other Modernist War | LEL051M05 | essay / presentatie |
| Wondrous Wisdom in Early English Poetry | LEO040M05 | essay |
| Humour and Religion in Medieval Drama | LEO054M05 | essay |
| Popular Genres and Young Adult Fiction | LEL082M05 | essay |
| Transformative and Fan Fiction in Context | LEL086M05 | presentatie, schriftelijke opdracht(en) |

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| Otherness, History & Graphic Narrative | LEL088M05 | essay |
| Telling Horror Stories: Intersectional Thinking and the Contemporary Gothic | LEL089M05 | essay |
| Poetry After Chaucer | LEO055M05 | essay |
| Taboos in Medieval England and Ireland | LEO056M05 | essay |
| Children's Gothic | LEL078M05 | essay |
| Order and Conflict in Renaissance England | LEL080M05 | essay |
| Navigating the Cantos of Ezra Pound | LEL087M05 | Module will not be offered |
| 'Anglo-Saxon England' in the Sixteenth and Seventeenth Centuries | LEO051M05 | essay |
| The Poetry of T. S. Eliot; Poet and Playwright | LEL077M05 | Opdrachten |

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| Tudor Books | LEL085M05 | essay |
| Environmental Humanities: Methods and Debates | LEL090M05 | Essay |
| The Legacy of Modernism (German) | LDX015M10 | Presentations, Essay |
| Literature and Crisis in the Hispanic World | LRS039M10 | Presentations, Peer reviews, Essay |
| The Child in French Youth Literature | LRF039M10 | Presentations, Peer reviews, Short written assignments, Essay |
| Imagining Freedom in Russian Literature | LEU002M10 | Written assignments, presentations; essay drafts and peer-review, Essay |
| Italian Modernism in a European perspective | LRI032M10 | Written assignments, Presentations, Essay |
| Sociology of Frisian Literature | LHF022M10 | Written assignments, Presentations, Essay |
| Swedish crime fiction and the demise of the welfare state | LZX003M10 | Written assignments, Presentations, Essay |
| Literary Critique on Europe since 1945 (German) | LDX003M10 | Presentations, Essay |

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| French-Iranian Women's Writing | LRF043M10 | Critical summary, Analysis, Presentation, Essay |
| Italy Today: New Forms of Italian Literature and Cinema | LRI033M10 | Written assignments, Presentations, Essay |
| Rethinking Transition in (Post)Soviet Literature and Film | LEU003M10 | Short written assignments, Presentations, Essay drafts and Peer-review, Essay |
| Representation of Marginality in Spain | LRS040M10 | Written assignments, Presentations, Essay |
| Frisian Literary History | LHF023M10 | Written assignments, Presentations, Essay |
| Humor and satire in Swedish literature and culture | LZX001M10 | Written assignments, Presentations, Essay |
| Master's Thesis Literary Studies | LEU999M20 | Thesis |

Bijlage 3. Schematische weergave toetsprogramma

Grading

European Literatures & Interculturality (LEU999M20)

Procedure

A supervisor (who is the first reader) will allow a thesis to go to the designated second reader when it is complete and meets the minimum thesis requirements listed in the *Thesis Protocol* (e.g., format, length, abstract). The first and second readers independently fill out an MA Thesis Assessment Form (below) after which they discuss any discrepancies of opinion. They then agree on a final grade. The supervisor gives the student feedback.

In the rare cases where the two graders cannot agree a grade the Exam Board may nominate a third reader who should complete a rubric independently of the first readers. After this, a meeting of the three readers should determine the final result. In the event that any disagreement persists the grade should be determined by a simple majority (two out of the three readers). A student may not request a third reader. A third reader cannot be appointed after the first two readers have agreed on a grade.

Someone who submits a thesis for the first deadline which is judged to have failed may rewrite parts of it and resubmit it for the second deadline. The grading procedure outlined above is repeated. If a thesis submitted for the second deadline fails, the student has failed the course (regardless of whether the thesis was or was not handed in before).

The MA Thesis Assessment form is emailed by the supervisor to the Secretariat. The supervisor also sends the grade to the Bureau of Student Affairs (BSZ). In sending the grade to BSZ, the first supervisor certifies that this is the agreed grade of the two readers.

The assessment form and grade of a thesis that has finally failed are recorded in the same manner as a thesis that has passed with the exception that the grade 'insufficient' (rather than a number grade) is recorded.

A supervisor and second reader may decide to discuss the thesis's contents with a student before they finish their marking. This may be useful if there is any doubt that the thesis is independent or original work. Instances of plagiarism will be referred to the Exam Board.

Grading

The two readers should grade the submitted thesis and not the thesis process, personal circumstances of the writer or any other factor invisible to the second reader or external readers (e.g., members of a *visitatie* committee).

Unless instructed otherwise by a supervisor, a student should not make changes to a thesis after it has been graded (e.g., before it is submitted to the library).

Assessment Form Master Thesis Literary Studies

Date:

Student:

Student number:

Study Programme: European Literatures and Interculturality

Course code:

Title thesis:

Name first supervisor:

Name second supervisor:

Result: [Grade between 6.0 and 10, rounded at 1 digit after the decimal point]

| | Grade first supervisor (between 5 and 10, rounded at 1 digit after the decimal point) | Grade second supervisor (between 5 and 10, rounded at one digit after the decimal point) |
|--|--|---|
| 1. Contents (quality of the research) 60% | | |
| a. Topic; presentation and motivation b. Research question/thesis statement c. Theoretical justification and framework (status questionis) d. Methodology; research skills e. Argumentation and analysis; appropriate academic register f. Originality and creativity; contribution to research field g. Critical reflection h. Level of difficulty/level of abstraction i. Conclusion and suggestions for further research j. Appropriate use of various sources | | |
| Grade (total of all grades divided by the number of used criteria) | | |
| Total (sum of grades first and second supervisor divided by two) | 0,0 | |
| Feedback on content: | | |
| | | |
| 2. Form (quality of the reporting) 20% | Grade first supervisor (between 5 and 10, rounded at 1 digit after the decimal point) | Grade second supervisor (between 5 and 10, rounded at 1 digit after the decimal point) |
| a. Structure of the argument, classification of chapters/paragraphs b. Annotation; source reference, footnotes, works cited list c. Language; use of language, clarity, diligence, style d. Lay-out (possibly images, figures) e. Formal requirements; length, title page, table of contents, etc. f. If applicable: proficiency target language | | |
| Grade (total of all grades divided by the number of used criteria) | | |

| | |
|---|---|
| Total (sum of grades first and second supervisor divided by two) | 0,0 |
| Feedback on form: | |
| 3. Process (quality of realisation) 20% | Grade first supervisor (between 5 and 10, rounded at 1 digit after the decimal point) |
| a. Independence/active approach | |
| b. Planning | |
| c. Commitment | |
| Total (sum of grades first and second supervisor divided by two) | |
| Feedback on process: | |

General evaluation first supervisor:

General evaluation second supervisor:

Signature first supervisor:

Signature first supervisor

Signature second supervisor

MA THESIS GRADING

English Literature & Culture (ELC) LEX999M20
Writing, Editing & Mediating (WEM) LEX998M20

Date of this document: 16 November 2022

Assessment Procedure

A first assessor (usually the supervisor) will allow a thesis to go to the designated second assessor when the student requests it, it is complete and it meets the minimum thesis requirements listed in the Thesis Handbook (e.g., format, length, abstract).

Rubrics

The first and second assessors independently fill out a thesis rubric, giving grades for the four assessment criteria (e.g., 'research'). Sufficient grades should be recorded in intervals of 0.5 (e.g., 6.0, 8.5). Insufficients do not require a number grade. A thesis that fails any of the criteria fails overall. The grades on rubrics should not be altered. Subsequent changes of mind are recorded in the first assessor's Grading Process note in the Thesis Report.

The average of four sufficient criteria grades is used to calculate the overall result of the thesis, even if this results in a holistic grade which the assessors believe to be wrong. Grading is on the standard 1–10 scale regardless of whether a thesis is submitted at the first or second submission dates. This final grade is rounded to one decimal place (e.g., 6.3).

Assessors agree final grades for each assessment criterion. They must discuss differences of 1.0 or more, or pass/fail differences in any of the grading of criteria and these should be explained in the Grading Process note. They may also discuss and record any other differences they wish. Rubrics and notes about how the assessors reconciled their differences of grade should not be given to the student.

Assessors may jointly decide to discuss a thesis's contents with a student before they finish marking. This may be useful if there is any doubt that the thesis is independent work. Instances of plagiarism are always referred to the Board of Examiners.

Before the final submission of a thesis to the library, a student may be required by the assessors to make minor changes to it. This should be noted in the Thesis Report (in a general way, and not page by page references). Apart from this, a student should not alter a thesis in any detail after it has been submitted for grading. It is important that this is understood or the written feedback might not match up with the thesis which is available in the library.

Third Assessors

In rare cases where the assessors cannot agree a grade the Board of Examiners nominates a third assessor who should complete a rubric independently of the first two. To request this, an assessor should contact the Board. After this, a meeting of the three assessors determines the result. In the unlikely event that disagreement persists, the grade will be determined by the Board of Examiners. While this process is going on, the clock is stopped on hand-in deadlines.

A student may not request a third assessor but they can appeal to the Board of Examiners in the usual manner.

First Deadline

The deadlines are published on Brightspace. Extensions (e.g., for illness) must be granted by the Board of Examiners and cannot be given by a supervisor or thesis co-ordinator. However, the thesis co-ordinator may move individual or group deadlines to address procedural problems (e.g., delays in allocating supervisors). A supervisor who is absent for more than a week can, where this has impacted the student's performance, extend deadlines proportionately, bearing in mind the need to fit in with the schedules of other assessors.

A student who submits a thesis which fails may rewrite any parts of it and resubmit it before the second deadline. Such students must be provided with general feedback on the strong and weak points of their work, but not an exact number grade. Feedback should not include an exhaustive list of the problems with the thesis as the student has to show independence in implementing it. A student who resubmits a thesis can be given any grade on the 1-10 scale (but cannot be awarded a *cum laude*).

If a thesis fails at its first submission no Thesis Report is prepared until after the second submission. A thesis that fails at the second submission requires a Thesis Report.

Second Deadline

The grading procedure outlined above is used for the second deadline where necessary. If a thesis fails at this deadline, the student has failed the course (regardless of whether the thesis was handed in before).

A student can be required to submit a revised thesis with tracked changes if any assessor wants one.

Final Paperwork

Once the grade has been determined, the first assessor prepares the Thesis Report (below) based on the input of all assessors. Where a thesis failed and was resubmitted, this should be explained in the Thesis Report.

One Thesis Report, along with the rubrics of the thesis's assessors, are emailed by the first assessor to the secretariat in a single file. They also send the result to the Bureau of Student Affairs (BSZ) as an individual mark expressed to one decimal place (e.g., 6.3). For the BSZ date, use the due date for the submission (and not, for example, the date of grading). By sending the paperwork to BSZ and to the secretariat, an assessor certifies that they have been agreed by all assessors.

The rubrics and final grade of a thesis that has failed are recorded in the same manner as a sufficient thesis, with the exception that the grade 'insufficient' (rather than a number grade) is recorded. The report should highlight enough of the principal weaknesses of a failed thesis to explain the grade but it need not be comprehensive.

Records Checklist (first assessor)

This is for the end of the thesis process for the thesis's final grade.

1. Bureau of Student Affairs
 - Individual online exam slip using the due date of the thesis.
2. Secretariat (in one file to seccet@rug.nl)
 - all assessors' Rubrics (two rubrics per assessor if a thesis is resubmitted);
 - agreed Thesis Report.
3. Mark the thesis 'completed' in the shared thesis spreadsheet (even if it has eventually failed).

Rubrics

Assessors grade the submitted thesis and not the thesis process, the personal circumstances of the student, or any other factor invisible to other assessors (e.g., a *visitatie*).

In the rubric, any one of the problems listed in the insufficient column is enough to warrant a fail in that category. In the other columns, the grades are given by characteristic features, some of which may not apply to a particular type of thesis, e.g., 'context' might not necessarily feature prominently in a thesis addressing formal aspects of a particular poem; some arguments might be better described in terms of their methodologies rather than critical approaches.

Knowledge and Understanding

Knowledge and understanding is always at 'advanced' level for MA theses (as required by the programme learning outcomes).

Critical approaches and methodology: how well the thesis demonstrates that the student understands the approach or methodology.

Argument and Analysis

Critical approaches and methodology: how well the thesis demonstrates that the student can employ an approach or methodology. Sometimes a student understands an approach but cannot successfully work with it.

Written Communication

Formatting: use of the relevant style manual.

Field specific terminology: this is explained in the Thesis Handbook.

Skills

This is a pass/fail grade. It refers to a student's ability to follow the instructions in the Thesis Handbook and to meet the final deadlines.

The Thesis Report

The Thesis Report is a standard template and, depending on the type of thesis submitted (e.g., critical edition, empirical study), some of its sections may be more or less important. The first assessor should explain this in their report. Similarly, parts of the procedure (e.g., word length) may be different for different types of theses and this should be briefly noted in the General Comments section of the report (NB: A supervisor cannot arbitrarily dispense a student from following the Thesis Handbook).

The Thesis Report discusses the differences between assessors' grades. It is not intended for student feedback, although of course it should be the basis of the oral feedback to the student.

MA THESIS RUBRIC: ENGLISH LITERATURE AND CULTURE/Writing, Editing and Mediating

| Student: | | Grading date: | | Assessor: | | Grade: | |
|---|--|--|---|--|---|--|--|
| Thesis Title: | | | | | | | |
| Criteria | Insufficient | 5.5 | 6 | 7 | 8 | 9 | 10 |
| 1. Knowledge & Understanding Grade: | Many errors in understanding of any of: <ul style="list-style-type: none"> • main primary material • a key context • principal critical approach or methodology | Advanced understanding of two of: <ul style="list-style-type: none"> • a major component of the primary material • a key context • principal critical approach or methodology | Advanced understanding of: <ul style="list-style-type: none"> • most primary material • a key context • principal critical approach or methodology | Advanced understanding of: <ul style="list-style-type: none"> • all primary material • all key contexts • principal critical approaches and methodologies | Systematic understanding of: <ul style="list-style-type: none"> • complex primary material • all contexts used • all critical approaches and methodologies employed | A highly detailed understanding of: <ul style="list-style-type: none"> • complex primary material • relationship between context and meaning • current critical approaches and methodologies | An understanding of texts, contexts, critical approaches and methodologies which is at the forefront of the thesis's subject. |
| 2. Argument & Analysis Grade: | Any of the following: <ul style="list-style-type: none"> • badly structured argument • badly used critical approaches • poor textual analysis • little independent argument • recurrent use of unnecessary summary • poor introduction or conclusion • unnecessary repetition | Suitable structure but unclear in places. Overall argument or methodology somewhat diffuse. Mainly competent use of critical approaches and textual analysis. Some independent argument. | Competently structured overall. Main argument or use of methodology clear. Competent use of critical approaches and textual analysis. Argument frequently independent. | Overall structure, introduction and conclusion clear. Logical arguments and/or methodology. Effective use of critical approaches and textual analysis. Independent argument that explains its significance. | Structure, component arguments and introduction clear. Conclusion exceeds competent summary. Highly effective use of critical approaches and textual analysis. Anticipates counter arguments. Independent argument throughout that explains its significance. | Cogent argument or methodology throughout. Excellent synthesis in conclusion. Creative use of critical approaches and textual analysis. Neutralises counter arguments. Independent argument throughout that explains its significance. | Elegant argument that makes novel connections. Economic structure. Imaginative use of critical approaches and textual analysis. Breaks free of received perspectives. |

| | Insufficient | 5.5 | 6 | 7 | 8 | 9 | 10 |
|---|--|---|---|--|---|---|---|
| 3. Research Grade: | Any of the following: <ul style="list-style-type: none"> • not enough sources • very little recent research • fails to engage with existing research field • key sources unsuitable | A minimum number of adequate sources. Little recent research. Minimally engages with existing research field. | A minimum of suitably evaluated sources. Some recent research. Some engagement with existing research field. | Good range of well-evaluated sources. Uses many up-to-date sources. Engages with existing research field. | Extensive and well-evaluated sources. Uses many up-to-date sources. Consistently engages with existing research field. | Thorough selection of well-evaluated sources. Includes main sources current in field. Creatively engages with existing research field. | Generates research ideas suitable for peer-reviewed publication. Includes all main sources current in field. Creatively engages with existing research field. |
| 4. Written Communication Grade: | Any of the following: <ul style="list-style-type: none"> • many errors in English use • much poor academic formatting • poor awareness of field-specific terminology • frequent use of inappropriate style | Several errors in English use or academic formatting. Inappropriate field-specific terminology used several times. Style inappropriate in several places. | Some errors in English use or academic formatting. Inappropriate field-specific terminology occasionally used Simple but clear style. | Few errors in English use or academic formatting. Appropriate field-specific terminology throughout. Mostly in an academic register. | Very few errors in writing or academic formatting. Appropriate field-specific terminology throughout. In an academic register throughout. | Thorough proficiency in writing and academic formatting. Nuanced use of field-specific terminology throughout. Unforced academic register throughout. | Writing of the standard found in peer-reviewed publications in the field. Nuanced use of field-specific terminology throughout. |
| 5. Skills | Fails to follow the Thesis Handbook. | Follows the thesis Handbook. Final deadlines met. | | | | | |
| Notes | | | | | | | |

THESIS REPORT

English Literature and Culture (LEX999M20) • Writing, Editing and Mediating (LEX998M20)

Confidential: For filing with the secretariat and assessors' use only.

| Student's Name | | Student No. | | Date of report | | Grade | |
|-------------------|--|-------------------|--|------------------------|--|------------------------|--|
| Title | | | | | | | |
| Assessor 1 | | Assessor 2 | | 1st/2nd hand-in | | Track (ELC/WEM) | |

| | | | |
|---|--|--------------|--|
| 1. KNOWLEDGE AND UNDERSTANDING | | Grade | |
| <i>Primary texts or material</i> | | | |
| <i>Contexts</i> (e.g., literary, cultural, linguistic) | | | |
| <i>Critical approaches and/or methodology</i> | | | |
| 2. ARGUMENT AND ANALYSIS | | Grade | |
| <i>Cogency</i> (incl. logic, structure, synthesis, introduction, conclusion) | | | |
| <i>Independence/creativity</i> | | | |
| <i>Application of critical approaches and/or textual analysis</i> | | | |

| | | | |
|--|--|------------------|--|
| 3. RESEARCH | | Grade | |
| <i>Engagement with existing research field</i> | | | |
| <i>Evaluation and selection of primary and secondary sources</i> | | | |
| 4. COMMUNICATION | | Grade | |
| <i>Written English (incl. field-specific terminology)</i> | | | |
| <i>General presentation and use of academic conventions</i> | | | |
| 5. LEARNING SKILLS | | Pass/Fail | |
| Deadlines met. Presented in accordance with the thesis requirements. | | | |

A grade is required for each of the sections 1–5 above. If a subsection is of little importance due to the nature of the thesis, enter N/A in the relevant box.

GRADING PROCESS NOTES

The manner in which divergences (1.0+) in assessors' rubric grades were reconciled should be explained here.

GENERAL COMMENTS

Bijlage 4. Aanvullende regelingen voor het afstudeerdossier

A grade is required for each of the sections 1–5 above. Where a subsection is of little relevance due to the nature of the thesis, enter N/A in the relevant box.

Comments (e.g., graders' differences, summary comments)