



university of
 groningen

faculty of arts

Academic year 2022-2023

Assessment Plan

Bachelor American Studies



1 / Vision of teaching and assessment

The assessment policy of the programme is built on the UG policy on assessment¹ and follows from its student-oriented educational vision in which a learning environment focused on activating students is key. The programme's assessment policy is also directly linked to its intended learning outcomes (in particular the programme's focus on interdisciplinarity, critical and cultural theory, international orientation and inter-Americanness). The emphasis lies on what students should know, understand and be able to do in order to have the best possible preparation for meeting all learning outcomes. Students are thus endowed with a balanced combination of domain-specific and generic competences (knowledge, understanding, and skills, including English language skills) at Bachelor's level.

The various modes of assessment are considered tools that stimulate and guide our students' learning process while at the same time also helping instructors verify whether students have reached the intended learning outcomes. For this purpose, we use a well-balanced combination of formative and summative forms of assessment during the courses. Several courses entail weekly homework assignments to ensure that students spread the workload, and to prevent peak periods at the end of the semester. By receiving regular feedback during the courses (for instance on responses to discussion questions they have submitted or presentations they have given), students can identify in which areas they are strong and in which areas they can improve. Regular testing also gives the staff the opportunity to see if the students have understood the topics discussed in class, and to address (and possibly solve) any problems that students may be experiencing during the course.

The programme's assessment system is designed in such a way that the forms of assessment suit the programme's intended learning outcomes in the various phases of the degree. The assessment plan enables us to monitor that all intended learning outcomes are covered in the courses. In fact, the assessment matrix shows that most intended learning outcomes are covered more than once, with the focus shifting to higher levels in the second and third year of the programme.

Assessment takes a variety of forms, from exams using open questions and essay-type questions, to various modes of written assignments (including essays, self-reflection journal entries, position papers, responses to discussion questions, reviews, reports, op-eds, podcasts and portfolios), as well as digital testing and oral (individual and group) presentations. Forms of assessment are designed in such a way that they constitute a balanced mix throughout the programme, ranging from an evaluation of the students' ability to demonstrate knowledge and insights under time pressure (i.e. written exams), to longer sustained engagements with a topic (essays), continuous formative learning processes throughout a course unit (journals, portfolios, responses to discussion questions), or group work (presentations). All course syllabi contain details about the modes of assessment, the criteria of evaluation, the relative weight of the various components of the aggregate grade, and the dates of the exam and re-sit, as well as deadlines for written assignments. In keeping with the programme's educational vision of providing a student-activating learning environment, all forms of assessment (including exams) avoid a merely reproductive design and ask students to critically engage with specific questions or materials. Given the programme's strong emphasis on endowing students with a high level of academic English, in-class participation is part of the assessment for many course modules, and

¹ See Assessment Policy and Assessment at the UG: Aiming for quality and study progress, 2014.




the production of written work is important throughout the programme. All course syllabi are made available to students on Nestor before the start of classes.

In each course module, the programme uses grading guidelines with clearly specified criteria to mark assignments such as presentations, essays, or exams. These guidelines, which are either incorporated into the course syllabus or posted separately on Nestor, guarantee a consistent and transparent assessment throughout course units. In *all* team-taught courses, exams and essay assignments are collaboratively designed, and it is standard procedure for instructors to swap sets of exam or essay scripts of students in their own sections with the exam or essay scripts of students in sections taught by a colleague to ensure consistency and transparency across the different sections of a course. Narrow fails are routinely double-graded.

Individualized feedback is given to students on all modes of assessment, either in written format (on essays, position papers, and exams), or orally (for presentations and during exam inspections) to facilitate their active learning process. To help consolidate essay-writing skills, check lists are routinely used in the “Rhetoric and Composition” courses.

The assessment of the achieved exit level occurs primarily during the final semester of the programme by means of the Bachelor’s Thesis. Given that the Bachelor’s Thesis testifies to what students have learned throughout the programme, it assesses many of the programme learning outcomes at end level. Programme learning outcomes that are more focused on knowledge acquisition and understanding are often achieved at end level earlier in the programme, depending on the learning trajectory concerned. The Bachelor’s Thesis is assessed on the basis of a clearly defined list of criteria that are outlined in the Thesis Guidelines. At the beginning of the thesis process, group meetings offer a workshop on advanced level writings skills and a forum for the initial discussion of topics. Thereafter, students submit a proposal and receive feedback on methodological, theoretical, and content-specific issues. During the writing process, all students supervised by the same instructor meet regularly in small groups. They submit their work in stages, and receive written and oral feedback on sections and the final version. After the final version has been submitted, each thesis is graded independently by two staff members to ensure consistency and transparency. Students receive a copy of the Bachelor’s Thesis Report (Appendix 4) on their work.

2 /	How to follow the assessment cycle (from design to evaluation and optimization)
	<p>The programme complies with the faculty's guidelines for the design and evaluation of tests, which are shown schematically in the figure below.</p>  <pre> graph TD Evaluate((Evaluate)) --> Construct((Construct)) Construct --> Take((Take)) Take --> Asses((Asses)) Asses --> Evaluate subgraph Center AC((Assessment cycle)) end </pre>



3 /	Assessment dossier
	<p>a. The assessment dossier</p> <p>The requirements of the assessment dossier are set out in §4 of the ‘Protocol for Quality Assurance in the Assessment of Course Units’ drawn up by the Board of Examiners.</p> <p>When requested (e.g. as part of the three-year evaluation cycle), the examiner of the programme provides the Board of Examiners with an ‘assessment dossier’ containing the following:</p> <ul style="list-style-type: none"> a) the syllabus b) the list of marks, comprising all marks that count towards the final mark c) - for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key - for written assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and a selection of completed assessment forms d) the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available. <p>b. Parties involved</p>

In 'Rules and responsibilities for the assessment of the Faculty of Arts', laid down by the Faculty Board of Arts on 28 May 2019 (modified on 13-02-2020), all parties involved in fulfilling duties related to the assessment are described.

With regard to the assessment dossier, the following guidelines and responsibilities are relevant.

If a course is part of the periodic evaluation of Board of Examiners, the lecturer (or course coordinator) is requested to provide the information for the assessment dossier (upload on the Nestor site of the course). If, as a result of the evaluation, shortcomings are found in the basic quality of the assessment, the Board of Examiners will draw up a recommendation to the Cluster Board. The Cluster Board is responsible for drawing up an improvement plan with concrete measures to improve the identified shortcomings. The Board of Examiners will automatically include the course in question in its next assessment round.

4 /	Assessment timetable								
	<table border="1"> <tr> <td>Overview of learning outcomes of the degree program + matrix</td> <td style="text-align: center;">Appendix 1</td> </tr> <tr> <td>Schematic overview of time periods intended for assessment, modes of assessment used</td> <td style="text-align: center;">Appendix 2</td> </tr> <tr> <td>Overview of the intended learning outcomes of the course units and their modes of assessment</td> <td style="text-align: center;">Appendix 3</td> </tr> <tr> <td>Additional regulations for the graduation dossier (BA thesis evaluation forms)</td> <td style="text-align: center;">Appendix 4</td> </tr> </table>	Overview of learning outcomes of the degree program + matrix	Appendix 1	Schematic overview of time periods intended for assessment, modes of assessment used	Appendix 2	Overview of the intended learning outcomes of the course units and their modes of assessment	Appendix 3	Additional regulations for the graduation dossier (BA thesis evaluation forms)	Appendix 4
Overview of learning outcomes of the degree program + matrix	Appendix 1								
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The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendix 1), form the guiding principles. All course units together fulfil a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments and distinguishes between a) course units with assessments that *lead up to* the attainment level set out in the programme-level learning outcomes and b) course units with assessments *at this attainment level*. This distinction is expressed as follows:

- Lower case “x” indicates that the course is working towards the realization of this learning outcome
- Upper case “X” indicates that the learning outcome is fully realized in this course

In parallel with the curriculum, the assessment programme (Appendix 2) offers an overview of modes of assessment and exam periods. In order to gain insight at the programme level into whether the chosen modes of assessment tie in with the learning outcomes of the course units and create a balanced mix in the run-up to the programme-level learning outcomes of the degree programme, the intended learning outcomes of the course units are related to their modes of assessment (Appendix 3).

Specific rules may apply to certain components of the graduation dossier (e.g. for the thesis: approval of the thesis proposal, amount of supervision, resit). These rules are set out in Appendix 4.

5 /	Safeguarding of assessment quality by the Board of Examiners
	<p>The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units.</p> <p>a. Safeguarding of assessment quality at degree programme level</p> <p>The Board of Examiners annually issues advice on each degree programme’s draft assessment plan for the coming academic year.</p> <p>b. Safeguarding of assessment quality at course unit level</p> <p>The Board of Examiners aims to evaluate the assessments for all course units in a degree programme in a three-year cycle – in other words, to examine a course unit’s assessment once every three years, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of these is evaluated.</p>

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



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List of documents relevant to assessment

Faculty vision of teaching and assessment – see

<https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education>.

Rules and Regulations – the internal regulations of the Board of Examiners.

Teaching and Examination Regulations (TER = OER; *Onderwijs- en examenregeling*) – a legally binding document that applies to the entire cohort of students who start a degree programme in a certain academic year. The TER may also contain transitional arrangements for previous cohorts.

Matrix of learning outcomes – an appendix to the Assessment Plan that specifies the course units with *summative* assessment leading up to or at the level specified in the programme-level learning outcomes and the course units with formative assessment.

Placement manual – a manual for the placement course unit.

Syllabus – a document that sets out the details of the TER and the Assessment Plan at course unit level in accordance with the information in Ocasys.

Assessment Plan – a document that is enclosed as an appendix with the TER and is therefore legally binding.

Assessment programme – a schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways (previously known as the ‘assessment plan’).

Assessment protocol – the implementation of the TER, Part A, Article 8.7.



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

<i>Dublin Descriptors for BA Level</i>	<i>Learning Outcomes for the BA programme in American Studies articulated in Key Competences</i>
<p>Acquiring Knowledge and Understanding</p> <p>1. Students have demonstrable 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 textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p>	<p>A Bachelor Degree in American Studies is awarded to students who:</p> <ul style="list-style-type: none"> 1 a. have demonstrated broad, interdisciplinary knowledge and understanding of major themes and developments in the history, culture, society, politics and economics of the Americas from the late fifteenth century to the present 1 b. have demonstrated broad, comparative knowledge and understanding of the United States' role and position within transatlantic, inter-American, and global contexts 1 c. have demonstrated general understanding of the main theories and methodologies of the core disciplines relevant to the domain of American Studies, including cultural studies and cultural theory, political science, popular culture and media studies, history, literature, sociology, economics, and constitutional law 1 d. have demonstrated understanding and knowledge of ways in which cultures and societies in the Americas have been shaped by U.S. ideologies (including individualism, exceptionalism, consumerism, free-market capitalism, manifest destiny, the American Dream, as well as ideologies of race, class, gender, and religion), and have demonstrated understanding of the role of the media in institutionalizing and critiquing those ideologies
<p>Applying Knowledge and Understanding</p> <p>2. 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>	<ul style="list-style-type: none"> 2 a. can apply the requisite research skills, knowledge and tools (including online and digital tools and learning environments) to select, analyze, process, and critically evaluate large amounts of new information from a variety of disciplinary domains, and present their research results, both orally and in writing, by making effective use of relevant and appropriate theories, methodologies and IT technologies 2 b. are able to apply theories and methodologies of the core disciplines relevant to the domain of American Studies, including cultural studies and cultural theory, political science, popular culture and media studies, history, literature, sociology, economics, and constitutional law to specific problems, new contexts, and concrete situations within the domain of American Studies and related fields; and are also able to understand and analyze the ways in which contemporary societies are shaped by ideologies and the media, and to develop critical responses to concrete questions within the domain of American Studies and beyond



	<p>2 c. have shown an awareness of cultural and socio-political problems stemming from different forms of inequality in contemporary multicultural societies, notably in the United States and the Americas and are able to articulate possible solutions on the basis of theoretical, ethical, and practical reasoning</p> <p>2 d. can produce logical, critical, conceptually and theoretically sound, creative, and (partly) original argumentative essays and reflect critically on the situatedness of their own perspective</p> <p>2 e. can make constructive contributions to group projects by taking the initiative and demonstrating leadership potential</p> <p>2 f. have the cognitive and practical skills to offer viable solutions for complex problems that require originality, creativity, flexibility in thinking to resolve, as well as the ability to adopt multiple perspectives and tools offered by a range of different disciplines</p> <p>2 g. are able to take responsibility, show initiative, plan and manage projects, work under time pressure, and conduct themselves ethically (both academically and interpersonally)</p>
<p>Making Informed Judgments and Choices</p> <p>3. 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>	<p>3 a. are able to conduct guided and semi-independent research, to evaluate critically relevant primary and secondary sources and other information.</p> <p>3 b. have the ability to select and integrate relevant methodologies and theories of relevant disciplines within American Studies in a critical and interdisciplinary analysis of complex social, cultural, historical and political problems in the United States and its relation to other countries in the Americas</p> <p>3 c. are able to form grounded opinions about major social, political, and economic issues in U.S. society, as well as the role that ideology and the media play in those issues</p> <p>3 d. are able to re-evaluate their views of the United States and contrasting cultures (in the wider American hemisphere and beyond) within the context of their own lives and experiences</p>
<p>Communicating Knowledge and Understanding</p> <p>4. Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>4 a. have the ability to communicate effectively in English, both orally and in writing, the results of their research and to present complex information in a clear and concise manner to specialist and non-specialist audiences</p> <p>4 b. [E]* have demonstrated proficiency in the target language of English at C2 level (near native) in the areas of listening and reading, and at C1 level (proficient) in written and spoken production (based on the CEFR)</p> <p>4 b.[S]* have demonstrated proficiency in the target language of English at C2 level (near native) in the areas of listening and reading, and at C1 level (proficient) in written and spoken production, and have demonstrated proficiency in the target language of Spanish at A2/B1 level in the areas of listening, reading, writing and speaking (based on the CEFR), depending on their prior knowledge of Spanish</p>



	4 c. are able to demonstrate sensitivity to and respect for cultural differences and have the ability to deal effectively with potential differences of background, opinion and/or values; to work and communicate effectively in an international and intercultural context
<p>Capacities to Continue Learning</p> <p>5. Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>5 a. possess the appropriate learning skills and strategies to independently identify and fill specific knowledge gaps and stay up-to-date with current developments in the domain of American Studies and related fields</p> <p>5 b. have the ability to successfully undertake specialized second cycle degree programmes requiring BA-level domain-specific knowledge and understanding as well as independent research skills, in particular in American Studies and related fields, as well as Research Master programmes, both in Europe and North America</p> <p>5 c. have acquired the requisite intercultural awareness and respect to successfully complete advanced academic course work at a partner institution in the United States, as well as in future international employment contexts</p>

* 4b [E] This learning outcome applies to students who do not opt for the Spanish Specialization Option as part of their electives.

* 4b [S] This learning outcome applies to students who choose the Spanish Specialization Option in year 2. Students with little or no previous knowledge of Spanish will reach level A2. Students who qualify for the advanced level Spanish course will reach B1. Students who have chosen the Spanish Specialization Option in year 2 have the possibility of taking additional 10 EC of Spanish language courses during their Study Abroad period.



Matrix learning outcomes Bachelor degree programme American Studies ²

	1. Acquiring Knowledge and understanding					2. Applying Knowledge and Understanding								3. Making informed judgement and choices				4. Communicating Knowledge and understanding				5. Capacities to continue learning		
	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	2g		3a	3b	3c	3d	4a	4b [E]	4b [S]*	4c	5a	5b	5c
Theories of Culture I			x	x			x	x										x	x					
The Americas I	x	X		x				x								x		x	x					
North & South Americas		x		X				x		x							x	x	x		x			
Rhetoric and Composition I							x	x						x		x		x	x					
The Americas II	x	x		x				x										x	x					

² Lower case “x” indicates that the course is working towards the realization of this learning outcome; upper case “X” indicates that the learning outcome is fully realized in this course

* Learning outcome 4b [S] applies to students choosing the Spanish Specialization Option as one of their electives.



Political Culture	X		x	x		x		x	x	X				X	x			x	x					
The Americas III	x	X		x				x										x	x					
Rhetoric and Composition II						X			x	x				x		x		X	X					
Theories of Culture II			X			x	x		x					x	x			x	x					
Special Topics						x			x					x				x	x	x				
Global USA		X		x					X					X	x		x	x	x					
Media Specialization			x	X		x			X					X	x	x		x	x					
Study Abroad or alternative designated minor					x													x	x		X	X	x	X
Theories of Culture III			X	x			x								x	x		x	x					
Research Seminar		x	x	x		x	X	X	X		X	x		X	x			x	x			x	x	
BA Thesis				X	X	X		X	X		X	X		X	X	X		X	X			x	X	



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BA Internship												X					X					X	x	X	X
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Appendix 2: Schematic overview of time periods intended for assessment

YEAR 1 semester 1						Block 1		Resits	Block 2		Resits
Module	Code	ECTS	M/O	Teaching method	Hours p/w	week 1-7	week 8/9/10 assessment	week 21-22	week 11-16, 19	week 20-21 assessment	week 22
								resits block 1			resits block 2
						Modes of assessment					
Theories of Culture Ia	LAXo39P05	5	M	Lecture + seminar	4	Test (60%) Class Participation (20%) Intercultural Awareness Journal, formative assignment (20%)	n.a.	n.a.	n.a.	n.a.	n.a.
Theories of Culture Ib	LAXo41P05	5	M	Lecture + Seminar	4	n.a.	n.a.	n.a.	Test (60%) Class Participation (20%) Intercultural Awareness Journal, formative assignment (20%)	n.a.	n.a.



The Americas Ia	LAXo25P05	5	M	Lecture + seminar	4	n.a.	Exam (100%)	Exam	n.a.	n.a.	n.a.
The Americas Ib	LAXo26P05	5	M	Lecture + Seminar	4	n.a.	n.a.	n.a.	PSA (30%	Exam (70%)	
Rhetoric & Composition Ia	LAXo48P05	5	M	Seminar	4	Writing portfolio, formative assignment (60%)	Essay (40%)	Essay	n.a.	n.a.	n.a.
Rhetoric & Composition Ib	LAXo49P05	5	M	Seminar	4	n.a.	n.a.	n.a.	Presentation (30%)	Essay (70%)	Essay
Total ECTS tested		30									



YEAR 1 semester 2						Block 3		Resits	Block 4		Resits
Module		ECTS	M/O	Teaching method	Hours p/w	week 1-7	week 8/9/10 assessment	week 18-20	week 11-17	week 18-20 assessment	week 23
								resits block 3			resits block 4
						Modes of assessment					
The Americas IIa	LAX032P05	5	M	Lecture + seminar	4	Formative assignments (15%)	Exam (85%)	Exam	n.a.	n.a.	n.a.
The Americas IIb	LAX033P05	5	M	Lecture + seminar	4	n.a.	n.a.	n.a.	Formative assignments (15%)	Exam (85%)	Exam
North and South Americans I	LAX043P05	5	M	Lecture + Seminar	4	Participation (20%); 5 Discussion questions (50%), Presentation (30%)	n.a.	Essay (resit for discussion questions and/or presentation)	n.a.	n.a.	n.a.
North and South Americans II	LAX044P05	5	M	Lecture + Seminar	4	n.a.	n.a.	n.a.	Participation (20%); 5 Discussion questions (50%), Presentation (30%)	n.a.	Essay (resit for discussion questions and/or presentation)



U.S. Political Culture I	LAXo6oPo5	5	M	Lecture + Seminar	4	Formative assignments (15%)	Essay (85%)	Essay			
U.S. Political Culture II	LAXo61Po5	5	M	Lecture + Seminar	4				Essay (100%)		Essay



YEAR 2 semester 1						Block 1		Resits	Block 2		Resits
Module	Code	ECTS	M/O	Teaching method	Hours p/w	week 1-7	week 8/9/10 assessment	week 20-21	week 11-16, 19	week 20-21 assessment	week 22
								resits block 1			resits block 2
						Modes of assessment					
The Americas IIIa	LAX046B05	5	M	Lecture + seminar	3	n.a.	Exam (100%)	Exam	n.a.	n.a.	n.a.
The Americas IIIb	LAX049B05	5	M	Lecture + seminar	3	n.a.	n.a.	n.a.		Exam (100%)	Exam
Rhetoric & Composition IIa: Constructing an Argument	LAX047B05	5	M	Seminar	4	n.a.	Essay (100%)	Essay	n.a.	n.a.	n.a.
Rhetoric & Composition IIb: The Research Paper	LAX050B05	5	M	Seminar	4	n.a.	n.a.	n.a.	Formative Assignments (20%)	Essay (80%)	Essay
Theories of Culture II: Political Theory	LAX045B05	5	M	Seminar	2		Essay (100%)	Essay	n.a.	n.a.	n.a.



Theories of Culture II: Media Theory	LAXo48B05	5	M	Seminar	2	n.a.	n.a.	n.a.		Essay (100%)	Essay
Total ECTS tested		30									
YEAR 2 semester 2						Block 3		Resits	Block 4		Resits
Module		ECTS	M/O	Teaching method	Hours p/w	week 1-7	week 8/9/10 assessment	week 18-20	week 11-17	week 18-20 assessment	week 23
								resits block 3			resits block 4
						Modes of assessment					
Global USA I	LAXo65B05	5	O	Seminar	2	n.a.	Essay (100%)	Essay	n.a.	n.a.	n.a.
Global USA II	LAXo66B05	5	O	Seminar	2	n.a.	n.a.	n.a.	In-class test (10%) Formative assignments (10%)	Essay (80%)	Essay
Media Specialization I: A Historical Approach	LAXo67B05	5	O	Seminar	2	Formative assignments (20%)	Essay (80%)	Essay	n.a.	n.a.	n.a.
Media Specialization II: A Thematic Approach	LAXo68B05	5	O	Seminar	2	n.a.	n.a.	n.a.		Essay (100%)	Essay



Special Topics 1: Canada and the U.S.	LAX059B05	5	O	Seminar	2	Short (in-class) formative assignments (40%)	Essay (60%)	Essay	n.a.	n.a.	n.a.
Special Topics 5 : Canada's Cultural Mosaic	LAX062P05	5	O	Seminar	2	n.a.	n.a.	n.a.	Short (in-class) formative assignments (40%)	Essay (60%)	Essay
Special Topics 2	LAX071 B05	5	O	Seminar	2	Short (in-class) formative assignments (30%)	Essay (70%)	Essay	n.a.	n.a.	n.a.
Special Topic 6	LAX074B05	5	O	Seminar	2	n.a.	n.a.	n.a.	Short (in-class) formative assignments (30%)	Essay (70%)	Essay
Special Topic 3: Digital Cities DIY	LAX072 B05	5	O	Seminar	2	Short (in-class) formative assignments (30%)	Essay (70%)	Essay	n.a.	n.a.	n.a.
Special Topic 7	LAX075 B05	5	O	Seminar	2	n.a.	n.a.	n.a.	Short (in-class) formative assignments (30%)	Essay (70%)	Essay
Special Topic 4	LAX073B05	5	O	Seminar	2	Short (in-class) formative assignments (30%)	Essay (70%)	Essay	n.a.	n.a.	n.a.



Special Topic 8	LAX076B05	5	O	Seminar	2	n.a.	n.a.	n.a.	Short (in- class) formative assignments (30%)	Essay (70%)	Essay
Total ECTS tested		30									



YEAR 3 semester 1						Block 1		Resits	Block 2		Resits
Module	Code	ECTS	M/O	Teaching method	Hours p/w	week 1-7	week 8/9/10 assessment	week 20-21	week 11-16, 19	week 20-21 assessment	week 22
								resits block 1			resits block 2
						Modes of assessment					
Study Abroad	n.a.	10	O	Seminar	varies		varies		varies		
Study Abroad	n.a.	10	O	Seminar	varies		varies		varies		
Study Abroad	n.a.	10	O	Seminar	varies		varies		varies		
Students not studying abroad:											
Minor	n.a.	10	O	Seminar	varies		varies		varies		
Minor	n.a.	10	O	Seminar	varies		varies		varies		
Minor	n.a.	10	O	Seminar	varies		varies		varies		
Internship (optional)		10	O	n.a.	varies					Internship report (100%)	n.a.
Total ECTS tested		30									



YEAR 3 semester 2						Block 3		Resits	Block 4		Resits
Module		ECTS	M/O	Teaching method	Hours p/w	week 1-7	week 8/9/10 assessment	week 18-20	week 11-17	week 18-20 assessment	week 23
								resits block 3			resits block 4
						Modes of assessment					
Theories of Culture IIIa: Consumer Nation	LAX052B05	5	M	Seminar	2	Formative assignments (20%)	Test (80%)	Test	n.a.	n.a.	n.a.
Theories of Culture IIIb: Globalozation and Sustainability	LAX053B05	5	M	Seminar	2	n.a.	n.a.	n.a.	Formative assessment (20%)	Test (80%)	Test
Research Seminar	LAX022B10	10	M	Seminar	4 (weeks 1 - 7)	position papers, formative assignment (30%) participation (10%)	Final essay (60%)	Final essay	n.a.	n.a.	n.a.
BA Thesis	LAX999B10	10	M	Individual tutoring	varies	n.a.	n.a.	n.a.	n.a.	BA thesis (100%)	BA thesis
Total ECTS tested		30									



Appendix 3: Overview of the intended learning outcomes of the course units

Year 1, semester 1			
Code	Course unit	Intended learning outcomes	Mode of assessment
LAX025P05	The Americas Ia: The American Century	At the end of this course, students will get a passing grade if they can: <ol style="list-style-type: none"> 1. Demonstrate a solid understanding of the key events, developments, as well as political, economic, and cultural interrelationships and interdependencies in the Americas from the late nineteenth to the early twenty-first century; 2. Have insight into the reasons for and the conflicting responses to the rise of the U.S. as a global superpower and its current role in the world; 3. Evaluate critically central events and developments in the Americas from a variety of disciplinary angles (cultural studies, history, literature, popular culture, visual arts, music, sociology, anthropology, political science, economics) and a wide range of internal (racial, ethnic, gendered, classed) as well as external (non-US) perspectives; 4. Analyze and interpret historiographical and literary sources as well as cultural artefacts; 5. Make constructive contributions to class discussions and reproduce relevant material under exam conditions; 6. Write short argumentative essays that offer a critical evaluation of selected primary sources and display the ability to explain the cultural, socio-political, and ideological work they perform. 	Written exam
LAX039P05	Theories of Culture Ia	Upon completion of this course, student should be able to: <ol style="list-style-type: none"> 1. Demonstrate a basic knowledge of the theories, preoccupations, and critical vocabulary of contemporary American class and gender studies (degree program learning outcomes 1c-d) 2. Explain the key political goals and difficulties inherent in different forms of identity politics (2b, 3c) 3. Understand the cultural situatedness of their own perspectives on class, gender, and sexuality (1b, 3d) 4. Show sensitivity and respect for cultural differences and the ability to deal effectively with potential differences of background and/or values (1b, 3d) 	Class participation, Test (plus: intercultural awareness journal)



		Demonstrate general fluency in written and spoken English (4a-c)	
LAXo48Po5	Rhetoric and Composition Ia	<p>During this course, students are expected to acquire the following skills:</p> <ol style="list-style-type: none"> 1. Understanding academic writing as a process, entailing drafting, revising, editing, and proofreading; 2. Writing an argumentative essay in grammatically and stylistically correct English, showing an awareness of audience, purpose, and tone; 3. Carrying out research projects - including locating, evaluating, analyzing, and integrating sources; 4. Presenting the results of their research in a well-organized argumentative essay. 5. Displaying critical reasoning skills, both in speaking and writing; 6. Delivering an oral presentation in appropriate English, making effective use of audio-visual equipment, and engaging in a group discussion fluently; 7. Evaluating their own work critically. 	Portfolio, Essay exam
LAXo26Po5	The Americas Ib: The American Century	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a solid knowledge and understanding of the key events, developments in U.S. politics, economics, and culture from the 1960s to the early twenty-first century (degree program-level learning outcomes 1a-d) 2. Explain the (ideological) reasons for and the conflicting responses to the rise of the U.S. as a global superpower and its current role in the world (learning outcome 1b) 3. Analyze central events and developments in the Americas from a variety of disciplinary angles (primarily cultural studies, history, and literature), making use of the tools acquired in ToC I wherever appropriate (learning outcomes 2a-c) 4. Apply a wide range of internal (racial, ethnic, gendered, classed) as well as external (non-U.S.) perspectives to understand and explain different forms of inequality and interdependency in the Americas today (learning outcome 2b) 5. Analyze and interpret historiographical and literary sources as well as cultural artefacts (learning outcomes 2d, 3a-d, 4b) 6. Make constructive contributions to class discussions and reproduce relevant material under exam conditions (learning outcomes 2g, 4a-c) 7. Write short argumentative essays that offer a critical analysis of selected primary sources and display the ability to explain the cultural, socio-political, and ideological work they perform (learning outcomes 3a-c, 4b) 	Essay, Written exam, Writing assignments
LAXo41Po5	Theories of Culture Ib	<p>Upon completion of this course, student should be able to:</p> <ol style="list-style-type: none"> 5. Demonstrate a basic knowledge of the theories, preoccupations, and critical vocabulary of contemporary American class and gender studies (degree program learning outcomes 1c-d) 	Class participation, Test, (plus: intercultural awareness journal)



		<ol style="list-style-type: none"> 6. Explain the key political goals and difficulties inherent in different forms of identity politics (2b, 3c) 7. Understand the cultural situatedness of their own perspectives on class, gender, and sexuality (1b, 3d) 8. Show sensitivity and respect for cultural differences and the ability to deal effectively with potential differences of background and/or values (1b, 3d) 9. Demonstrate general fluency in written and spoken English (4a-c) 	
LAXo49Po5	Rhetoric and Composition Ib	<p>During this course, students are expected to acquire the following skills:</p> <ol style="list-style-type: none"> 1. Understanding academic writing as a process, entailing drafting, revising, editing and proofreading; 2. Writing an argumentative essay in grammatically and stylistically correct English showing an awareness of audience, purpose, and tone; 3. Carrying out research projects - including locating, evaluating, analyzing, and integrating sources; 4. Presenting the results of their research in a well-organized argumentative essay; 5. Displaying critical reasoning skills, both in speaking and writing; 6. Delivering an oral presentation in appropriate English, making effective use of audio-visual equipment, and engaging in a group discussion fluently; 7. Evaluating their own work critically. 	Essay, Written exam, Writing assignments

Year 1, semester 2			
Code	Course unit	Intended learning outcomes	Mode of assessment



LAXo32Po5	The Americas IIa: New Frontiers	Upon successful completion of the course unit, students are able to: <ol style="list-style-type: none">1. Demonstrate a solid understanding of key events, developments, as well as political, economic, and cultural interrelationships and interdependencies in the Americas during the nineteenth century (degree program-level learning outcomes 1a-d)2. Show an awareness of the major voices and movements in nineteenth-century American social and cultural life (1a+d)3. Analyze the conditions that shaped American popular culture and cultural institutions (2b)4. Analyze and interpret historiographical and literary sources as well as cultural artefacts (2a+b)5. Evaluate critically central events and developments in the Americas from a variety of disciplinary angles (cultural studies, history, literature, popular culture, visual arts, music, sociology, anthropology, political science, economics) and a wide range of internal (racial, ethnic, gendered, classed) as well as external (non-US) perspectives (1b+c and 2b)6. Demonstrate an understanding of some of the central tools, methods, and approaches of American Studies (1c+2b)7. Make constructive contributions to class discussions and engage critically with relevant material under exam conditions (2a+d and 3b+c)	Essay, Written exam
LAXo43Po5	North & South Americans I	At the end of this course, students will: <ol style="list-style-type: none">1. Explain the significance of some of the key figures in Latin American culture and politics and their impact on the social, political, cultural, and economic development of the respective regions as well as their relation to the U.S. (learning outcomes 1b, 1d)2. Analyze and interpret historiographical, cultural and literary documents and explain the socio-political and ideological work they perform (learning outcomes 3c-d)3. Integrate historical, cultural, political, sociological, literary and/or media perspectives in order to engage critically with current socio-political and cultural issues in the Americas and re-evaluate one's views of the U.S. (learning outcomes 2a, 2c, 3d)4. Make constructive contributions to class discussions and group projects (learning outcomes 2e, 4a, 4c)5. Conduct research and present the results in an academic format to an audience (learning outcomes 2d, 4a)	Presentation, Weekly assignments



LAXo6oPo5	US Political Culture I	Upon successful completion of this course, students are able to: <ol style="list-style-type: none">1. Demonstrate an understanding of American political culture and its practical relevance for U.S. society;2. Evaluate critically some of the guiding ideas of American culture (liberty, equality, democracy, individualism, unity, diversity);3. Assess the ways in which these ideas are disseminated and negotiated in American culture;4. Present cogent and informed analyses of the course material, both orally and in writing;5. Contribute constructively to scholarly discussions;6. Write well-argued essays that engage the historical perspectives and theoretical approaches to the course material.	Class participation, Essay Weekly assignments
LAXo33Po5	The Americas IIb: New Frontiers	Upon successful completion of the course unit, students are able to: <ol style="list-style-type: none">1. Demonstrate a solid understanding of key events, developments, as well as political, economic, and cultural interrelationships and interdependencies in the Americas during the nineteenth century (degree program-level learning outcomes 1a-d)2. Show an awareness of the major voices and movements in nineteenth-century American social and cultural life (1a+d)3. Analyze the conditions that shaped American popular culture and cultural institutions (2b)4. Analyze and interpret historiographical and literary sources as well as cultural artefacts (2a+b)5. Evaluate critically central events and developments in the Americas from a variety of disciplinary angles (cultural studies, history, literature, popular culture, visual arts, music, sociology, anthropology, political science, economics) and a wide range of internal (racial, ethnic, gendered, classed) as well as external (non-US) perspectives (1b+c and 2b)6. Demonstrate an understanding of some of the central tools, methods, and approaches of American Studies (1c+2b)7. Make constructive contributions to class discussions and engage critically with relevant material under exam conditions (2a+d and 3b+c)	Essay, Written exam
LAXo44Po5	North & South Americans II	At the end of this course, students will: <ol style="list-style-type: none">1. Have acquired an in-depth understanding of the transnational complexity of the drug trade, the environment, eco-tourism, and colonial legacies in various Latin American nations and Canada;2. Acquire an in-depth understanding of some of the central key figures in Latin American and Canadian literature, culture and politics, and their role within and significance for the Americas;3. Learn to integrate the perspectives of various disciplines in order to engage critically with current socio-political and cultural issues.	Presentation, Weekly assignments



LAXo61P05	US Political Culture II	<p>Upon successful completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of American political culture and its practical relevance for U.S. society; 2. Evaluate critically some of the guiding ideas of American culture (liberty, equality, democracy, individualism, unity, diversity); 3. Assess the ways in which these ideas are disseminated and negotiated in American culture; 4. Present cogent and informed analyses of the course material, both orally and in writing; 5. Contribute constructively to scholarly discussions; 6. Write well-argued essays that engage the historical perspectives and theoretical approaches to the course material. 	<p>Class participation, Essay, Weekly assignments</p>
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Year 2, semester 1

Code	Course unit	Intended learning outcomes	Mode of assessment
LAXo45B05	Theories of Culture II: Politic. Theory	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate introductory-level knowledge of theories and theorists germane to the study of American political life in this course; 2. Demonstrate alongside their understanding of the main content of the theoretical perspectives covered in the course an adequate sense of the historical contexts out of which those perspectives arose; 3. Articulate some of the ways in which such theoretical perspectives might inform interpretations of American politics and political life, both in the contemporary period or in earlier historical eras; 4. Write a theoretically-informed, well-argued essay that displays a basic understanding of both the political theories covered in the course and their relation to past and present political debates in the United States. 	<p>Essay, Exam</p>
LAXo46B05	The Americas IIIa	<p>Upon successful completion of this course unit, students are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a solid understanding of some key events, developments, as well as political, economic, and cultural interrelationships and interdependencies in the Americas from circa 1500 to 1800; 2. Show an awareness of the major voices and movements in early American social and cultural life; 3. Analyze the conditions that shaped early American culture and its institutions; 	<p>Class participation, Exam</p>



		<ol style="list-style-type: none"> 4. Analyze and interpret historiographical and literary sources as well as cultural artifacts; 5. Evaluate critically central events and developments in the Americas from a variety of disciplinary angles (cultural studies, history, literature, popular culture, visual arts, music, sociology, anthropology, political science, economics) and a wide range of internal (racial, ethnic, gendered, classed) as well as external (non-US) perspectives; 6. Demonstrate an understanding of some of the central tools, methods, and approaches of American Studies; 7. Making constructive contributions to class discussions and engage critically with relevant material under exam conditions. 	
LAXo47B05	Rhetoric and Composition IIa	<p>At the end of this course, students can:</p> <ol style="list-style-type: none"> 1. Use the language fluently, accurately and effectively on a wide range of general, academic, or vocational topics, marking clearly the relationship between ideas; 2. Communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances; 3. Give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples; 4. Handle interjections well, responding spontaneously and almost effortlessly; 5. Have a good command of a broad range of language allowing them to select a formulation to express themselves clearly in a wide range of general, academic, or professional topics without having to restrict what they want to say; 6. Write clear, well-structured and mostly accurate texts of complex subjects. Students can underline the relevant salient issues, expand and support points of view at some length with subsidiary points, reasons and relevant examples, and round off with an appropriate conclusion; 7. Have no trouble understanding any type of text of spoken language, be it direct communication or text broadcast via the media, if given some time to familiarize themselves with the accent; 8. Have no trouble reading any type of text: abstract texts, manuscripts, literature, and specialist articles. 	Essay
LAXo48B05	Theories of Culture II: Media Theory	<p>Upon successful completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. Explain the relevance of studying media for understanding American social and cultural life; 2. Evaluate critically central concepts and major theories of media studies; 3. Articulate some of the ways in which these concepts and theories can inform interpretations of American social and cultural life, whether in the contemporary period or in earlier historical eras; 	Essay, Take-home exam



		4. Write well-argued essays that display a basic understanding of media studies and some of its central concepts and major theories, and that reflect the link between American Studies and media studies.	
LAX049B05	The Americas IIIb	<p>Upon successful completion of this course unit, students are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a solid understanding of some key events, developments, as well as political, economic, and cultural interrelationships and interdependencies in the Americas during the eighteenth century; 2. Show an awareness of the major voices and movements in early American social and cultural life; 3. Analyze the conditions that shaped early American culture and its institutions; 4. Analyze and interpret historiographical and literary sources as well as cultural artifacts; 5. Evaluate critically central events and developments in the Americas from a variety of disciplinary angles (cultural studies, history, literature, popular culture, visual arts, music, sociology, anthropology, political science, economics) and a wide range of internal (racial, ethnic, gendered, classed) as well as external (non-US) perspectives; 6. Demonstrate an understanding of some of the central tools, methods, and approaches of American Studies; 7. Making constructive contributions to class discussions and engage critically with relevant material under exam conditions 	Assignments (discussion statements), Final exam
LAX050B05	Rhetoric and Composition IIb	<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their knowledge of the stylistic and formal requirements of writing an argumentative essay on a topic in the field of American studies, through a process of writing, peer commentary, and revision (2d, 2e, 4a). 2. Conduct independent research in the humanities: students should be able to find, assess, and incorporate relevant primary and secondary sources for their own research; write a well-informed and viable research proposal; and write an argument-driven analysis of the results of that research (2a, 2d, 3a, 4a). 3. Develop and put forward (in class discussions and in written work) analyses of a wide range of texts within the field of American Studies (2a, 3c). 4. Give a clear, well-structured presentation of a complex subject, and respond spontaneously and effortlessly to interjections (2e, 4a). 5. Show sufficient command of written and spoken English that they are likely to achieve the following levels of the Common European Framework of Reference (4b). 	Formative assignments (proposal, presentation), Essay



Year 2, semester 2			
Code	Course unit	Intended learning outcomes	Mode of assessment
LAX059B05	Special Topics 1: Canada and the US	Students will get a passing grade if they can show: <ol style="list-style-type: none">1. A critical understanding of socio-cultural differences between Canada and the US based on historical developments;2. An ability to abstract, analyze and synthesize information on Canadian and American society and history;3. An awareness of the different attitudes in Canada and the US to cultural differences;4. That they have made adequate contributions to in-class discussions, whether as part of a group or as an individual;5. An ability to communicate and write in advanced-level academic English;6. An ability to write an argumentative essay comprising a clearly formulated argument about a comparative question, based on the study and analysis of a variety of opinions found in secondary literature.	Essay, Weekly assignments, Group presentation
LAX0[71-76] B05	Special Topics	Varies	Varies
LAX065B05	Global USA I	Upon successful completion of the course unit, students are able to: <ol style="list-style-type: none">1. demonstrate a competent grasp of the most significant developments in the history of global capitalism relevant to the United States since the Great Depression (degree program learning outcomes 1a, 1b, 1c and 1d)2. be able to explain and show an awareness of relevant historical and theoretical debates as they apply to the material covered in the course. (degree program learning outcomes 1a, 1b, 1c and 1d)3. be able to deal competently with both primary and secondary sources relevant to the course, exhibiting sensitivity to the differences between these forms of historical evidence (degree program learning outcome 3a)4. be able to offer informed contributions to class discussions on the topics outlined above (degree program learning outcomes 2f and 4a)	Class participation, Essay, Weekly assignments



LAXo67Bo5	Media Specialization I	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. summarize major shifts in the historical development of media technologies (19c to the present) and explain how they affected the everyday lives of people in the U.S. (degree program learning outcomes 1c) 2. accurately define central concepts from media and cultural studies (such as imagined community, spectacle, and technological determinism), and apply those concepts to the analysis of primary source material, orally and in writing (1c, 2d) 3. assess ways that media have institutionalized and critiqued U.S. ideologies (including individualism, consumerism, and the American Dream, as well as ideologies of race, class, gender, and religion) (1d, 3c) 4. select and research independently, using appropriate sources, a text or event that is relevant to the topic media and American life (2a, 3a) 5. design and create a mini-exhibit, in the format of your choice, that analyzes and contextualizes one media artifact or event for a general audience (4a, 4b) 	Formative assignments, Essay
LAXo62Bo5	ST 5 : Canada's Cultural Mosaic	<p>Students will get a passing grade if they can show:</p> <ol style="list-style-type: none"> 1. Awareness of the different attitudes in Canada, the US and/or Europe toward multiculturalism, national identity, minorities etc.; 2. Familiarity with the search for a Canadian (cultural) identity within a globalized world; 3. Familiarity with the complex tensions between national borders and transnational geographical and cultural spaces; 4. That they have made adequate contributions to in-class discussions, whether as part of a group or as an individual; 5. An ability to communicate and write in advanced-level academic English; 6. An ability to write an argumentative essay comprising a clearly formulated argument based on the study and analysis of a variety of opinions found in secondary literature. 	Essay, Weekly assignments, Video presentation
LAXo66Bo5	Global USA II	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. demonstrate a competent grasp of the most significant developments in the history of global capitalism relevant to the United States since the end of the Cold War (degree program learning outcomes 1a, 1b, 1c and 1d) 2. be able to explain and show an awareness of relevant historical and theoretical debates as they apply to the material covered in the course. (degree program learning outcomes 1a, 1b, 1c and 1d) 3. be able to deal competently with both primary and secondary sources relevant to the course, exhibiting sensitivity to the differences between these forms of historical evidence (degree program learning outcome 3a) 4. be able to offer informed contributions to class discussions on the topics outlined above (degree program learning outcomes 2f and 4a) 	Class participation, Essay, Weekly assignments



LAXo68Bo5	Media Specialization II	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. Accurately summarize and give examples of central concepts from media studies and media theory (1c); 2. Analyse primary source material, orally and in writing, using concepts from the course readings (2d); 3. Assess ways that media have institutionalized and critiqued U.S. ideologies (including individualism, consumerism, and the American Dream, as well as ideologies of race, class, gender, and religion) (1d, 3c); 4. Devise a specific, original research question on a topic germane to media and contemporary politics, and select an appropriate method for exploring that question (2a, 3a); 5. Write a well-argued essay that applies one or more of the interdisciplinary approaches discussed in the course to the elucidation of your research question (4a, 4b). 	Essay (Research paper)
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Year 3, semester 1

Code	Course unit	Intended learning outcomes	Mode of assessment
	Minor	NA	
LAXo56B15	MINOR Placement American Studies	NA	(Internship) report

Year 3, semester 2

Code	Course unit	Intended learning outcomes	Mode of assessment
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LAX999B10	Bachelor's Thesis American Studies	At the end of this unit, students will be able to: <ol style="list-style-type: none">1. Demonstrate the ability to undertake a largely independent research project at the BA level, and produce an extended essay of an appropriate standard and thus the capacity to undertake an MA program;2. Show familiarity with appropriate scholarly conventions and standards;3. Evaluate critically and show a sophisticated understanding of current theoretical paradigms relevant to the field of American Studies;4. Demonstrate the ability to design, synthesize and conduct research based on current methodologies;5. Demonstrate a thorough and detailed understanding of the complexities inherent in a specific aspect (or specific aspects) of American culture in its (their) respective historical, socio-political, or other relevant context(s);6. Engage in cross-disciplinary research, as relevant to their chosen topic;7. Demonstrate effective communication and writing skills, and the ability to use appropriate electronic technologies.	Thesis
LAX022B10	Research Seminar	<ol style="list-style-type: none">1. Varies	varies



LAXo52B05	Theories of Culture IIIa	Upon successful completion of the course unit, students are able to: <ol style="list-style-type: none">1. Accurately define key terms from the philosophy, sociology, and history of capitalism (as introduced by course readings), and illustrate their understanding using historical or contemporary examples (degree program learning outcome 1c);2. Compare and contrast features of U.S and European culture, in terms of economic realities and cultural values, in seminar discussion and online forum (1d, 3c);3. Under test conditions, apply concepts from course readings to the analysis of examples from U.S. popular and literary culture (2b, 3b);4. Under test conditions, write a clearly structured essay that advances an argument in response to a theoretical prompt (4a, 4b).	Essay, Formative assignments
LAXo53B05	Theories of Culture IIIb	Upon successful completion of the course unit, students are able to: <ol style="list-style-type: none">1. Accurately define key terms from the philosophy, sociology, and history of capitalism (as introduced by course readings), and illustrate their understanding using historical or contemporary examples (degree program learning outcome 1c);2. Compare and contrast features of U.S and European culture, in terms of economic realities and cultural values, in seminar discussion and online forum (1d, 3c);3. Under test conditions, apply concepts from course readings to the analysis of examples from U.S. popular and literary culture (2b, 3b);4. Under test conditions, write a clearly structured essay that advances an argument in response to a theoretical prompt (4a, 4b).	Essay, Formative assignments



Appendix 4: Additional regulations for the graduation dossier

Assessment procedure and report for Bachelor's theses (LAX999B10) in American Studies

Faculty of Arts, University of Groningen

See BA Thesis course syllabus for detailed information about expectations, meetings, and deadlines.

ASSESSMENT PROCEDURE OVERVIEW:

Step 1 : Assign readers

At the beginning of the thesis trajectory, students submit a mini-proposal outlining their topic of interest. Based on the proposed topic, the supervisor is appointed based on expertise, availability, and, if possible, student preference. The BA thesis coordinator appoints a second reader, based on expertise and availability, taking care that combinations vary. All lecturers receive the overview.

Step 2 : Approve proposal

The student produces a 5-page proposal and preliminary bibliography, which must be approved by supervisor (March).

Step 3 : Assess thesis

After completion of the final version of the thesis by the student, supervisor and second reader separately assess the thesis and fill in assessment forms.

Step 4 : Determine final mark

Consultation of supervisor and second reader over the thesis assessment. After a final mark is agreed upon, the supervisor completes the cover sheet, which both readers sign.

In case that the supervisor and second reader cannot agree, they present the case to the EC and hand in this form & the dissertation. The EC asks a third opinion.

Step 5 : Compile and submit report

Supervisor compiles a PDF of the Ba thesis report, which consists of the following documents, in this order:

1. Cover sheet: final result (signed)
2. Supervisor assessment form
3. Second reader assessment form
4. (Third reader assessment form, if needed)
5. Programme-level learning outcomes

The supervisor submits one copy of the completed report to the Secretariat, and one copy to the student.



1. COVER SHEET: FINAL RESULT

Assessment form for Bachelor's theses (LAX999B10) in American Studies
Faculty of Arts, University of Groningen

Date	
Name of student	
Student number	
Title of thesis	

Name of supervisor	
Name of second reader	

Final result	
Degree program	Bachelor's degree program in American Studies

Signature of supervisor

Signature of second reader

Explanation of the final mark:



2. SUPERVISOR

Assessment form for Bachelor’s theses (LAX999B10) in American Studies

Faculty of Arts, University of Groningen

Note: Not all of the questions under each heading have to be answered and assessed individually; some of them may be irrelevant in your situation. The questions should be seen as guidelines to help you draw up your assessment. In other words, you should follow the spirit rather than the letter of this form.

Date	
Name of student	

Name of supervisor	
Degree program	Bachelor’s degree program in American Studies

1. Identifying a topic and assessing the scholarly conversation
Has the author identified a clear and interesting topic for the thesis that is relevant to the interdisciplinary study of American culture and society? Is the author aware of the relevant scholarly literature on the topic? Has the author been able to reflect on the scholarly debate critically and analytically?
Program learning outcomes 1e, 2a, 3a

2. Defining a clear and relevant research problem/question
Has the author defined a clear research problem or question based on thorough and accurate assessment of the scholarly conversation around the topic? Is the topic of appropriate scope and ambition for a BA thesis? Does the thesis stay on topic throughout all sections?
Program learning outcomes 1d, 2c

3. Selection and implementation of methodology and relevant theoretical concepts
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Has the author selected theory, methods, and techniques of research well suited to exploring the research problem/question? Have core concepts been clearly and accurately defined? Have relevant primary sources been used? Have the chosen methods and techniques been correctly applied when analysing the sources?

Program learning outcome 3b

4. Argument and analysis: clarity, structure, originality, insight

Does the essay advance an interesting and original argument? Does the structure of the thesis follow logically from the research question? Is the argument supported with sufficient evidence from primary sources? Is the analysis of sources/quotations convincing and relevant? Do the conclusions follow from the material presented, and do they answer the questions that were asked?

Program learning outcomes 2d, 2f, 3c

5. Readability and technical precision

Does the language of the thesis maintain an appropriate academic register and level of English fluency? Are primary and secondary sources adequately introduced and quoted? Are clear citations and references included and edited in accordance with the required style sheet (MLA or Chicago)? Has the author adhered to the length requirements for the thesis? Has the thesis been carefully formatted and is it well presented, free of typos and grammatical errors?

Program learning outcomes [4a], [4b]

General assessment:

This form serves as the basis for the discussion between supervisor and second reader. Once a final mark is agreed upon, then the supervisor fills in the cover sheet, which both instructors sign. The supervisor compiles



and makes a PDF of the thesis report (cover sheet, assessment forms, programme learning outcomes) and submits copies to the Secretariat and the student.

3. SECOND READER (or third reader if necessary)

Assessment form for Bachelor’s theses (LAX999B10) in American Studies

Faculty of Arts, University of Groningen

Note: Not all of the questions under each heading have to be answered and assessed individually; some of them may be irrelevant in your situation. The questions should be seen as guidelines to help you draw up your assessment. In other words, you should follow the spirit rather than the letter of this form.

Date	
Name of student	

Name of second/third reader	
Degree program	Bachelor’s degree program in American Studies

1. Identifying a topic and assessing the scholarly conversation
Has the author identified a clear and interesting topic for the thesis that is relevant to the interdisciplinary study of American culture and society? Is the author aware of the relevant scholarly literature on the topic? Has the author been able to reflect on the scholarly debate critically and analytically? Program learning outcomes 1e, 2a, 3a

2. Defining a clear and relevant research problem/question
Has the author defined a clear research problem or question based on thorough and accurate assessment of the scholarly conversation around the topic? Is the topic of appropriate scope and ambition for a BA thesis? Does the thesis stay on topic throughout all sections? Program learning outcomes 1d, 2c



3. Selection and implementation of methodology and relevant theoretical concepts

Has the author selected theory, methods, and techniques of research well suited to exploring the research problem/question? Have core concepts been clearly and accurately defined? Have relevant primary sources been used? Have the chosen methods and techniques been correctly applied when analysing the sources?

Program learning outcome 3b

4. Argument and analysis: clarity, structure, originality, insight

Does the essay advance an interesting and original argument? Does the structure of the thesis follow logically from the research question? Is the argument supported with sufficient evidence from primary sources? Is the analysis of sources/quotations convincing and relevant? Do the conclusions follow from the material presented, and do they answer the questions that were asked?

Program learning outcomes 2d, 2f, 3c

5. Readability and technical precision

Does the language of the thesis maintain an appropriate academic register and level of English fluency? Are primary and secondary sources adequately introduced and quoted? Are clear citations and references included and edited in accordance with the required style sheet (MLA or Chicago)? Has the author adhered to the length requirements for the thesis? Has the thesis been carefully formatted and is it well presented, free of typos and grammatical errors?

Program learning outcomes [4a], [4b]

General assessment:



This form serves as the basis for the discussion between supervisor and second reader. Once a final mark is agreed upon, then the supervisor fills in the cover sheet, which both instructors sign. The supervisor compiles and makes a PDF of the thesis report (cover sheet, assessment forms, programme learning outcomes) and submits copies to the Secretariat and the student.

4. PROGRAMME-LEVEL LEARNING OUTCOMES

[see above]