



rijksuniversiteit
groningen

faculteit der letteren

Academic year 2022 /2023

Assessment Plan

Master Linguistics

Master's track Neurolinguistics



1 / Vision of teaching and assessment¹

The educational vision of the Master's programme Linguistics, and hence the Master's track Neurolinguistics, can be summarised in four central notions that are the basis of the learning and teaching in our programme. They fully agree with the faculty's educational vision² where the importance of teaching informed by research, the dialogue between students and staff and between cultures, and active learning in groups is emphasised. These concepts are small-scale learning communities, internationalisation, research-based teaching, and active learning. While these different notions are tightly interwoven in the daily educational practice of our teachers, the following paragraphs will address them separately and illustrate them with representative examples.

Small-scale learning communities

Students profit from learning in smaller groups. They promote more contact between students and with teachers, a more lively learning atmosphere, and better community-forming and identification with the programme. In the Master's programme, this is implemented in the overall setup of the programme as well as the organisation of the different tracks. In spite of the average total intake of about 100 students per year, large-scale, teacher-centred classes practically do not exist. The division of the programme into four specialised tracks (European Linguistics, Neurolinguistics, Applied Linguistics and Multilingualism) leads to smaller student communities that are bound together by their shared interest for the orientation of their track of choice. Within the tracks, virtually all courses contain seminar-style classes (e.g., werkcolleges) which often break down the student numbers even further, and challenge the students to participate actively. In the courses offered in the first semester, the focus is on (group) work regarding small research projects after discussing recent advances of the field in the first classes.

Internationalisation

Internationalisation contributes to a rich learning environment. One aspect of internationalisation is the International Classroom. Classes with students with different, international backgrounds afford possibilities both for students and instructors. Students in such settings can profit by getting to know each other's values and learning from each other's experiences, and by developing inter-cultural sensitivity in this way. By respecting and taking into account the diversity in the classroom, instructors, on the other hand, can try to foster the same attitude also in the students themselves. Also, instructors gain the opportunity to use the different backgrounds of the students as a resource for their teaching and to increase inclusion in the classroom. Therefore, all classes are open to exchange students. However, the programme is partially taught in Dutch and requires the ability to speak Dutch in order to participate in (clinical) internships. Due to the international background of the teaching staff, individual courses can be followed by international, non-Dutch speaking students as well.

Research-based teaching

¹ This section is largely based on the self-evaluation report written by Dr R. Steinkrauss (secretary of the Programme Committee for the Master's programme in Linguistics) in 2019 for the purpose of the NVAO-application for the reaccreditation of the programme

² See <https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education>





Teaching at the university, especially on the level of a Master's programme, should be firmly anchored in research. In the Master Linguistics, the aim is not only to provide the students with a solid knowledge of theory and research, but also with the skills to apply their knowledge. This endeavour is visible in all tracks and all classes and underpinned by making use of instructors who are active researchers themselves, nearly all hold a PhD degree, and frequently use their research as resource in their teaching. An illustrative example of the interwoven nature of research and teaching may be the course 'Aphasiology, in which the students are asked to critically evaluate and discuss research performed by one of the course instructors, thereby giving the students a direct access to recent research and strengthening the link between instructor and students.

Active learning

In our vision, teaching should be student-oriented. This entails that teaching should be activating the students to take ownership of their own learning process, both within classes and in their choice of classes. The first is achieved by offering small-scale learning communities where active student involvement is fostered, and by using activating forms of teaching such as hands-on activities. The second aim is achieved by offering the students a choice of research project within the courses and the possibility to do a clinical or research-oriented internship. Thereby, students with different backgrounds and goals can follow their own individual learning trajectories within the fixed programme.

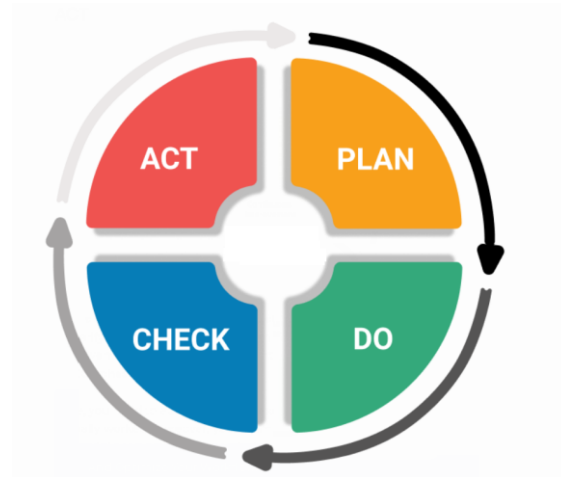
The teaching-learning environment within the Neurolinguistics track can be illustrated with the course 'Aphasiology'. The topic is always based on current research for which the instructor is a specialist – for example, the last years saw a focus on the development of diagnostic tools and the analysis of data from fluency tasks in various language impaired populations. During the first weeks of the course, there are four hours of teaching per week dedicated to the theoretical background and recent developments in the field. In the second part, students will do research of their own and meetings will be scheduled differently, sometimes in the form of a meeting of the instructor with a group of students to discuss the development of the project. The students also report on their projects both orally and in written form. Students are therefore learning actively in small groups, following their own interests, and experiencing what it means to do research.

In sum, these measures lead to rich and enriching learning environments where students are enabled to learn from the instructors and from each other, and to develop individually.

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



The programme aligns itself with the protocols of the Faculty of Arts for designing, evaluating and optimising its assessments, following the PDCA-cycle, as depicted in the figure below:



3 / Assessment dossier

a. The assessment dossier

The requirements of the assessment dossier are set out in §4 of the ‘Protocol for Quality Assurance in the Assessment of Course Units’ drawn up by the Board of Examiners.

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

- a. the 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 the completed assessment forms
 - for final assignments: the completed assessment forms and the work submitted (with or without the lecturer’s comments)
- d. the assessment blueprint, minutes of peer-support meetings and/or intervention, evaluations and self-evaluations of course units, etc., if available.

b. Parties involved





The following parties are involved in fulfilling duties related to the assessment dossier:

- Programme coordinator: is responsible for formulating the assessment plan of the programme and/or track.
- Examiner (lecturer and/or course coordinator): is responsible for formulating the syllabus, based on the syllabus format of the faculty, and designing the assessments based on the matrix learning outcomes (see appendix 1) of the programme. The examiner is also responsible for adding all necessary (links to) files belonging to the assessment dossier of their course on Nestor in the assigned folder.
- Cluster Board: is responsible for assessing the assessment plan and for gathering assessment dossiers.
- Expert Team / Board of Examiners: is responsible for assessing the assessment plan, (a selection of) assessment dossiers, and for discussing potential issues with the responsible examiners.

Faculty Board: is responsible for formalising the assessment plan as an attachment to the TER of the programme on the basis of advice from the Board of Examiners, the Programme Committee, and the Faculty Council.

4 / Assessment timetable

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| Overview of learning outcomes of the degree programme + matrix | Appendix 1 |
| Schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways | Appendix 2 |
| Overview of the intended learning outcomes of the course units and their modes of assessment | Appendix 3 |

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* (in the





latter case the learning outcomes of the course unit are thus identical to the programme-level learning outcomes of the degree programme). This distinction is expressed as follows:

'X', i.e. bold, is used for summative³ assessments at the level specified in the programme-level learning outcomes

'x' for summative assessments at lower performance levels

'fx' for formative⁴ evaluations at lower performance levels

In parallel with the curriculum, the assessment programme (Appendix 2) offers a balanced, well-structured overview of modes of assessment and exam periods. Course units taught within one learning pathway may be given matching visual markings in the overview.

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 (the thesis brochure).

5 / Safeguarding of assessment quality by the Board of Examiners

The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units.

a. Safeguarding of assessment quality at degree programme level

The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year.

b. Safeguarding of assessment quality at course unit level

The Board of Examiners aims to evaluate the assessments of a reasonable number of course units of the program each year, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of theses is also evaluated.

³ Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).

⁴ Formative evaluation relates to the process of searching, aggregating and interpreting information, which students and lecturers can then use to determine how students are doing in their learning process, what they should work towards and how this can be most effectively done (adapted from *Toetsen in het hoger onderwijs* (2017)).





6 / Archiving

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

7 / List of documents relevant to assessment

Faculty vision of teaching and assessment – see

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

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

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

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

Placement manual – a manual for the placement 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. Learning outcomes of the degree programme + Matrix of learning outcomes

| The Master's degree level in line with the Dublin Descriptors | Learning outcomes for the Master's degree programme in Linguistics – Master's track Neurolinguistics |
|--|---|
| <p>1. Knowledge and understanding</p> <p>Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds their 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>Students who have completed the Master's degree programme in Neurolinguistics have demonstrated:</p> <p>1.1 Familiarity with theories in several subfields of theoretical linguistics (syntax, semantics, phonology and phonetics) and neurolinguistics and psycholinguistics (language processing, language development, language pathology) and the ability to apply these.</p> <p>1.2 The ability to make connections between theory/analysis and empiricism (diagnostics and treatment) in the field of neurolinguistics.</p> <p>1.3 Familiarity with the latest developments in a specialised subfield of neurolinguistics (impairments in spoken and written language).</p> <p>1.4 Familiarity with the methods and techniques used to conduct research in the field of neurolinguistics or psycholinguistics. This concerns research into language behaviour, cognition, neuroimaging and the associated statistical analysis methods.</p> <p>1.5 The ability to independently develop new ideas for research in the field of neurolinguistics.</p> |
| <p>2. Applying knowledge and understanding</p> <p>Graduates 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> | <p>2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of neurolinguistics from this information. This requires sufficient basic knowledge of several disciplines related to the specialisation area.</p> <p>2.2 The ability to identify social issues/problems, especially in relation to teaching/language teaching and healthcare (speech and language pathology), and to generate hypotheses and methods for research based on this.</p> <p>2.3 Mastery of a number of skills (research into behaviour, neurolinguistic functions, neuroimaging), enabling them to conduct research independently (to a certain extent) in one of the subfields of neurolinguistics.</p> |
| <p>3. Making judgements</p> | <p>3.1 The ability to understand and compare multiple views on a certain subfield of neurolinguistics and language/speech pathology held by different disciplines.</p> |

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| <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects.</p> | <p>3.2 Understanding of the nature and function of neurolinguistics research and of the interrelationships between the various subfields (in particular neuro/psycholinguistics in relation to theoretical linguistics).</p> <p>3.3 The ability to evaluate the soundness of neurolinguistics research in terms of the statistics and methodology used (behaviour observations, language and speech tests, neuroimaging).</p> |
| <p>4. Communication</p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> | <p>4.1 The ability to report orally and in writing on ideas and research in the field of neurolinguistics, particularly in a multidisciplinary setting.</p> <p>4.2 The ability to report on own supervised research in the field of neurolinguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and IT aids.</p> |
| <p>5. Learning skills</p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p> | <p>5.1 The ability to study independently with an eye to further academic development upon completion of the degree programme.</p> <p>5.2 The ability to acquire new knowledge in the area of neurolinguistics and independently find the relevant academic literature.</p> <p>5.3 The ability to follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly.</p> <p>5.4 The ability to start a PhD programme in the fields of neurolinguistics and language pathology in the widest possible sense.</p> |

Appendix 2. Learning outcomes and their assessment in course units

Matrix of realised learning outcomes / course units in the Master's degree programme in Linguistics, Master's track *Neurolinguistics*

| | 1. Knowledge and understanding | | | | | 2. Applying knowledge and understanding | | | 3. Making judgements | | | 4. Communication | | 5. Learning skills | |
|----------------------------------|--------------------------------|------|------|------|------|---|------|------|----------------------|------|------|------------------|------|--------------------|------|
| | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |
| Year 1, semester 1 | | | | | | | | | | | | | | | |
| Course unit | | | | | | | | | | | | | | | |
| Aphasiology | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | |
| Dyslexia | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | |
| Developmental Language Disorders | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | |
| YEAR 1, semester 2 | | | | | | | | | | | | | | | |
| Course unit | | | | | | | | | | | | | | | |
| MA Thesis in Neurolinguistics | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X | fx/X |
| MA Placement in Neurolinguistics | X | X | X | X | | X | X | X | | | X | | | X | |

Year 1, semester 1

| Programme-level Learning Outcome | Course | Code | Course Learning Outcome Upon successful completion of the course unit, the student is able to... |
|---|----------------------------------|---------------|--|
| 1.1 | Aphasiology | LTX001M 10 | - apply theories in theoretical linguistics to understand behaviors observed in clinical populations with acquired language disorders. |
| | Dyslexia | LTX003M 10 | - Evaluate scientific papers in the area of dyslexia by <ul style="list-style-type: none">- explaining the theories relevant to the paper.- judging the applied methodology.- evaluating the provided argumentation. |
| | Developmental Language Disorders | LTX002M 10 | - apply theories in theoretical linguistics to understand behaviors observed in clinical populations with developmental language disorders. |
| 1.2 | Aphasiology | LTX001M 10 | - apply theoretical knowledge to diagnosis and treatment of people with acquired language disorders. |
| | Dyslexia | LTX003M 10 | - Evaluate scientific papers in the area of dyslexia by <ul style="list-style-type: none">- explaining the theories relevant to the paper.- judging the applied methodology.- evaluating the provided argumentation. |
| | Developmental Language Disorders | LTX002M 10 | - apply theoretical knowledge to diagnosis and treatment of children with developmental language disorders. |
| 1.3 | Aphasiology | LTX001M 10 | - evaluate the latest developments in the field of acquired language disorders. |
| | Dyslexia | LTX003M 10 | - Evaluate scientific papers in the area of dyslexia by <ul style="list-style-type: none">- explaining the theories relevant to the paper.- judging the applied methodology.- evaluating the provided argumentation. |

| | | | |
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| | Developmental Language Disorders | LTX002M 10 | - evaluate the latest developments in the field of developmental language disorders. |
| 1.4 | Aphasiology | LTX001M 10 | - identify appropriate methods and techniques to conduct research in the field of acquired language disorders. This concerns research into language behavior, cognition, neuroimaging, and the associated statistical analysis methods that may be relevant in a clinical setting. |
| | Dyslexia | LTX003M 10 | - Set up a research project, by <ul style="list-style-type: none"> - formulating a research question - operationalising the research question (selecting a valid method) - planning (statistic) analyses |
| | Developmental Language Disorders | LTX002M 10 | - identify appropriate methods and techniques to conduct research in the field of neurolinguistics. This concerns research into language behavior, cognition, neuroimaging, and the associated statistical analysis methods that may be relevant in a clinical setting. |
| 1.5 | Aphasiology | LTX001M 10 | - develop a research idea in the area of acquired language disorders together with peers and under supervision. |
| | Dyslexia | LTX003M 10 | - Set up a research project, by <ul style="list-style-type: none"> - formulating a research question - operationalising the research question (selecting a valid method) - planning (statistic) analyses |
| | Developmental Language Disorders | LTX002M 10 | - implement a research proposal by carrying out a research project under guidance, including data gathering and processing, statistical analyses, and writing the research report |
| 2.1 | Aphasiology | LTX001M 10 | - integrate the knowledge from background literature and clinical observations into the formulation of a relevant research question in the field of acquired language disorder. |
| | Dyslexia | LTX003M 10 | - Evaluate scientific papers in the area of dyslexia by <ul style="list-style-type: none"> - explaining the theories relevant to the paper. - judging the applied methodology. |

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| | | | <ul style="list-style-type: none"> - evaluating the provided argumentation. |
| | Developmental Language Disorders | LTX002M 10 | <ul style="list-style-type: none"> - evaluate the latest developments in the field of developmental language disorders. |
| 2.2 | Aphasiology | LTX001M 10 | <ul style="list-style-type: none"> - identify appropriate methods and techniques to conduct research in the field of acquired language disorders. This concerns research into language behavior, cognition, neuroimaging, and the associated statistical analysis methods that may be relevant in a clinical setting. - integrate the knowledge from background literature and clinical observations into the formulation of a relevant research question in the field of acquired language disorder. |
| | Dyslexia | LTX003M 10 | <ul style="list-style-type: none"> - Set up a research project, by <ul style="list-style-type: none"> - formulating a research question - operationalising the research question (selecting a valid method) - planning (statistic) analyses |
| | Developmental Language Disorders | LTX002M 10 | <ul style="list-style-type: none"> - identify appropriate methods and techniques to conduct research in the field of neurolinguistics. This concerns research into language behavior, cognition, neuroimaging, and the associated statistical analysis methods that may be relevant in a clinical setting. - formulate advice to practitioners of language development disorders in accordance with the principles of evidence-based practice. |
| 2.3 | Aphasiology | LTX001M 10 | <ul style="list-style-type: none"> - conduct a research project in a group of peers under guidance, including data gathering and processing, statistical analyses, and writing the research report and presenting its outcomes. |
| | Dyslexia | LTX003M 10 | <ul style="list-style-type: none"> - Set up a research project, by <ul style="list-style-type: none"> - formulating a research question - operationalising the research question (selecting a valid method) - planning (statistic) analyses |

| | | | |
|------------|----------------------------------|---------------|---|
| | Developmental Language Disorders | LTX002M 10 | - implement a research proposal by carrying out a research project under guidance, including data gathering and processing, statistical analyses, and writing the research report. |
| 3.1 | Aphasiology | LTX001M 10 | - independently read, evaluate, understand, and summarise English-language professional literature, including the most important statistical analyses and discuss it in class. |
| | Dyslexia | LTX003M 10 | - Evaluate scientific papers in the area of dyslexia by <ul style="list-style-type: none"> - explaining the theories relevant to the paper. - judging the applied methodology. - evaluating the provided argumentation. |
| | Developmental Language Disorders | LTX002M 10 | - independently read, evaluate, understand, and summarise English-language professional literature, including the most important statistical analyses. |
| 3.2 | Aphasiology | LTX001M 10 | - independently read, evaluate, understand, and summarise English-language professional literature, including the most important statistical analyses and discuss it in class. |
| | Dyslexia | LTX003M 10 | - Evaluate scientific papers in the area of dyslexia by <ul style="list-style-type: none"> - explaining the theories relevant to the paper. - judging the applied methodology. - evaluating the provided argumentation. <ul style="list-style-type: none"> - Set up a research project, by <ul style="list-style-type: none"> - formulating a research question - operationalising the research question (selecting a valid method) - planning (statistic) analyses |
| | Developmental Language Disorders | LTX002M 10 | - synthesise recent scientific insights in a structured and understandable way to (fellow) linguistics students with the help of appropriate audiovisual tools. |
| 3.3 | Aphasiology | LTX001M 10 | - independently read, evaluate, understand, and summarise English-language professional literature, including the most important statistical analyses and discuss it in class. |
| | Dyslexia | LTX003M 10 | - Evaluate scientific papers in the area of dyslexia by <ul style="list-style-type: none"> - explaining the theories relevant to the paper. - judging the applied methodology. - evaluating the provided argumentation. |

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|-----|----------------------------------|---------------|---|
| | Developmental Language Disorders | LTX002M 10 | - independently read, evaluate, understand, and summarise English-language professional literature, including the most important statistical analyses. |
| 4.1 | Aphasiology | LTX001M 10 | - conduct a research project in a group of peers under guidance, including data gathering and processing, statistical analyses, and writing the research report and presenting its outcomes. |
| | Dyslexia | LTX003M 10 | - report on their research in the style of a scientific paper by <ul style="list-style-type: none"> - writing the introduction, taking background literature and clinical practice into account, resulting in a motivated research question - writing the method and result section - answering the research questions in the discussion section and relating them to the literature |
| | Developmental Language Disorders | LTX002M 10 | - synthesise recent scientific insights in a structured and understandable way to (fellow) linguistics students with the help of appropriate audiovisual tools. - formulate advice to practitioners of language development disorders in accordance with the principles of evidence-based practice. |
| 4.2 | Aphasiology | LTX001M 10 | - conduct a research project in a group of peers under guidance, including data gathering and processing, statistical analyses, and writing the research report and presenting its outcomes. |
| | Dyslexia | LTX003M 10 | - report on their research in the style of a scientific paper by <ul style="list-style-type: none"> - writing the introduction, taking background literature and clinical practice into account, resulting in a motivated research question - writing the method and result section - answering the research questions in the discussion section and relating them to the literature |
| | Developmental Language Disorders | LTX002M 10 | - synthesise recent scientific insights in a structured and understandable way to (fellow) linguistics students with the help of appropriate audiovisual tools. |
| 5.1 | Aphasiology | LTX001M 10 | - independently read, evaluate, understand, and summarise English-language professional literature, including the most important statistical analyses. |

Appendix 2. Learning outcomes and their assessment in course units

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| | Dyslexia | LTX003M 10 | <ul style="list-style-type: none"> - Evaluate scientific papers in the area of dyslexia by <ul style="list-style-type: none"> - explaining the theories relevant to the paper. - judging the applied methodology. - evaluating the provided argumentation. |
| | Developmental Language Disorders | LTX002M 10 | <ul style="list-style-type: none"> - independently read, evaluate, understand, and summarise English-language professional literature, including the most important statistical analyses. |

Year 1, semester 2

| Programme-level Learning Outcome | Course | Code | Course Learning Outcome Upon successful completion of the course unit, the student |
|----------------------------------|--------------------------------------|---------------|---|
| 1.1 | Neurolinguistics Master's Internship | LTN000M 10 | <ul style="list-style-type: none"> - is able to use their knowledge of linguistic and neurolinguistic theories in a clinical or research setting. |
| | Master Thesis Neurolinguistics | LTS998M2 0 | <ul style="list-style-type: none"> - has demonstrable knowledge and insight, based on the knowledge and insight at the Bachelor level and which exceed and/or deepen these, as well as offer a basis or an opportunity to make an original contribution to the development and/or application of ideas, often in a research context. |
| 1.2 | Neurolinguistics Master's Internship | LTN000M 10 | <ul style="list-style-type: none"> - is able to apply their knowledge of language processing theories to diagnose the language functions of an individual with a language disorder (clinical internships only) - is able to apply their knowledge of language processing theories investigate the language use of a population (research internships only). |
| | Master Thesis Neurolinguistics | LTS998M2 0 | <ul style="list-style-type: none"> - is able to apply knowledge and insight and problem-solving abilities in new or unknown circumstances within a broader (or multidisciplinary) context related to the field; is able to integrate knowledge and deal with complex matters |

| | | | |
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| 1.3 | Neurolinguistics Master's Internship | LTN000M 10 | - is able to find relevant literature on a specific topic and present this to the team members |
| | Master Thesis Neurolinguistics | LTS998M2 0 | - has demonstrable knowledge and insight, based on the knowledge and insight at the Bachelor level and which exceed and/or deepen these, as well as offer a basis or an opportunity to make an original contribution to the development and/or application of ideas, often in a research context. - is able to apply knowledge and insight and problem-solving abilities in new or unknown circumstances within a broader (or multidisciplinary) context related to the field; is able to integrate knowledge and deal with complex matters |
| 1.4 | Neurolinguistics Master's Internship | LTN000M 10 | - is able to use clinical screenings or diagnostic tests to assess an individual with a language disorder (clinical internship) - is able to use current methods in neurolinguistic research to investigate a language phenomenon (research internship) |
| | Master Thesis Neurolinguistics | LTS998M2 0 | - has demonstrable knowledge and insight, based on the knowledge and insight at the Bachelor level and which exceed and/or deepen these, as well as offer a basis or an opportunity to make an original contribution to the development and/or application of ideas, often in a research context. |
| 1.5 | Master Thesis Neurolinguistics | LTS998M2 0 | - is able to apply knowledge and insight and problem-solving abilities in new or unknown circumstances within a broader (or multidisciplinary) context related to the field; is able to integrate knowledge and deal with complex matters |
| 2.1 | Neurolinguistics Master's Internship | LTN000M 10 | - is able to apply their knowledge of language processing theories to diagnose the language functions of an individual with a language disorder (clinical internships only) |

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| | | | <ul style="list-style-type: none"> - is able to apply their knowledge of language processing theories investigate the language use of a population (research internships only). |
| | Master Thesis Neurolinguistics | LTS998M20 | <ul style="list-style-type: none"> - has demonstrable knowledge and insight, based on the knowledge and insight at the Bachelor level and which exceed and/or deepen these, as well as offer a basis or an opportunity to make an original contribution to the development and/or application of ideas, often in a research context. |
| 2.2 | Neurolinguistics Master's Internship | LTN000M10 | <ul style="list-style-type: none"> - is able to set up an assessment plan (clinical internship) or research study (research internship) |
| | Master Thesis Neurolinguistics | LTS998M20 | <ul style="list-style-type: none"> - has demonstrable knowledge and insight, based on the knowledge and insight at the Bachelor level and which exceed and/or deepen these, as well as offer a basis or an opportunity to make an original contribution to the development and/or application of ideas, often in a research context. - is able to formulate judgments on the basis of incomplete or limited information, taking into account social and ethical responsibilities associated with the application of their own knowledge and judgments |
| 2.3 | Neurolinguistics Master's Internship | LTN000M10 | <ul style="list-style-type: none"> - is able to develop screening/research tasks based on language processing theories - is able to use clinical screenings or diagnostic tests to assess an individual with a language disorder (clinical internship) - is able to use current methods in neurolinguistic research to investigate a language phenomenon (research internship) - is able to write reports about the outcomes of assessment (clinical internships) or their research (research internship) |

| | | | |
|------------|--------------------------------------|---------------|---|
| | Master Thesis Neurolinguistics | LTS998M2 0 | - is able to apply knowledge and insight and problem-solving abilities in new or unknown circumstances within a broader (or multidisciplinary) context related to the field; is able to integrate knowledge and deal with complex matters |
| 3.1 | Master Thesis Neurolinguistics | LTS998M2 0 | - is able to formulate judgments on the basis of incomplete or limited information, taking into account social and ethical responsibilities associated with the application of their own knowledge and judgments |
| 3.2 | Master Thesis Neurolinguistics | LTS998M2 0 | - is able to formulate judgments on the basis of incomplete or limited information, taking into account social and ethical responsibilities associated with the application of their own knowledge and judgments |
| 3.3 | Neurolinguistics Master's Internship | LTN000M 10 | - is able to independently read, evaluate, understand, and summarise English-language professional literature, including the most important statistical analyses and discuss these with colleagues. |
| | Master Thesis Neurolinguistics | LTS998M2 0 | - is able to formulate judgments on the basis of incomplete or limited information, taking into account social and ethical responsibilities associated with the application of their own knowledge and judgments |
| 4.1 | Master Thesis Neurolinguistics | LTS998M2 0 | - is able to convey conclusions, as well as the knowledge, motives and considerations that underlie them, clearly and unambiguously to an audience of specialists or non-specialists |
| 4.2 | Master Thesis Neurolinguistics | LTS998M2 0 | - is able to convey conclusions, as well as the knowledge, motives and considerations that underlie them, clearly and unambiguously to an audience of specialists or non-specialists |
| 5.1 | Neurolinguistics Master's Internship | LTN000M 10 | - is able to independently read, evaluate, understand, and summarise English-language professional literature, including the |

| | | | |
|------------|--------------------------------|---------------|---|
| | | | most important statistical analyses and discuss these with colleagues. |
| | Master Thesis Neurolinguistics | LTS998M2 0 | - possesses the learning skills that enable him or her to undertake further study of a largely self-directed or autonomous nature |
| 5.2 | Master Thesis Neurolinguistics | LTS998M2 0 | - possesses the learning skills that enable him or her to undertake further study of a largely self-directed or autonomous nature |

Appendix 3. Schematic overview of the assessment programme

Assessment Plan MA Linguistics (Neurolinguistics) 2021-2022

| Year 1, semester 1 | | Block 1 | | Block 2 | |
|--------------------------------------|-----------|--------------------|---------------------------|----------------------|--|
| Course title | Code | Week 1-7 (classes) | Week 8/9/10 (examination) | Week 11-17 (classes) | Week 18/19/20 (examination) |
| Dyslexia | LTX003M10 | | Review | Oral presentation | Research paper |
| Developmental Language Disorders | LTX002M10 | | Written assignment | Oral presentation | Final paper |
| Aphasiology | LTX001M10 | Assignments | | Oral presentation | Research paper |
| Totaal aantal ECTS getoetst: 30 | | | | | |
| Year 1, semester 2 | | Block 3 | | Block 4 | |
| Course title | Code | Week 1-7 (classes) | Week 8/9/10 (examination) | Week 11-17 (classes) | Week 18/19/20 (examination) |
| Neurolinguistics Master's Internship | LTN000M10 | | | | Internship report and internship evaluation by the internship provider |
| MA thesis Neurolinguistics | LTS998M20 | | | | Thesis |
| Totaal aantal ECTS getoetst: 30 | | | | | |

The results of the classes of the first semester take place in the second semester with deadlines in the exam period of the 4th block.

The additional regulations for the graduation dossier are formulated in the “thesis brochure”:



**rijksuniversiteit
groningen**

faculteit der letteren

bestuur & beleidszaken

Basismodel Masterscriptiebrochure MA TAALWETENSCHAP – Richting Neurolinguïstiek

- 1. Definitie**
- 2. Omvang**
- 3. Begeleiding**
- 4. Beoordeling en beoordelingscriteria**
- 5. Eindtermen**
- 6. Archivering en openbaarheid**
- 7. Rechten en plichten van de student**
- 8. Mogelijke aanvullingen**

1. Definitie

De Masterscriptie is een van de belangrijkste instrumenten om vast te stellen of de student heeft voldaan aan de einkwalificaties van de Masteropleiding. De student brengt het geleerde - in de vorm van verworven kennis, inzicht en vaardigheden ten aanzien van zijn vakgebied - in praktijk door het opzetten en uitvoeren van een wetenschappelijk verantwoord onderzoek van substantiële omvang. Hiertoe wordt een eenduidige vraagstelling (ook wel onderzoeksvraag, centrale vraag of probleemstelling genoemd) opgesteld, die in deelvragen is opgesplitst. Een goed geformuleerde vraagstelling is een essentiële voorwaarde voor het succesvol uitvoeren van een onderzoek. De vraagstelling geeft richting aan het onderzoek en bepaalt welk materiaal dient te worden bestudeerd. De deelvragen geven structuur aan het onderzoek en zijn bepalend voor de indeling van de scriptie.

Voor de beantwoording van de onderzoeksvraag alsook de deelvragen wordt de meest relevante literatuur geïdentificeerd en worden onderzoeksgegevens verzameld en geanalyseerd. Vervolgens vindt beantwoording plaats in de vorm van een analytisch en verantwoord betoog. Verantwoording vindt plaats door het vermelden van bronnen of data –met literatuur-, data- en bronverwijzingen – die het betoog onderbouwen. Uitvoering van een wetenschappelijk onderzoek vindt plaats conform de conventies van het vakgebied. Het onderzoek wordt zelfstandig uitgevoerd. Er is sprake van een originele bijdrage aan het ontwikkelen en/of toepassen van ideeën op het vakgebied.

Het betoog getuigt van kennis van de stand van onderzoek met betrekking tot het gekozen onderwerp. Voor het onderzoek relevante argumenten, opvattingen en conclusies moeten op hun waarde en geldigheid worden getoetst en waar relevant tegen elkaar gewogen. Het onderzoeksverslag geeft aldus blijk van een op vakkennis berustend vermogen tot het doorgronden van en het kritisch oordelen over wat anderen over het onderwerp hebben geschreven en over de eigen onderzoeksresultaten. In het verslag wordt gespecificeerd op welke wijze een vernieuwende bijdrage aan het wetenschapsgebied wordt geleverd.

2. Omvang Masterscriptie

De omvang van de Masterscriptie ligt tussen de 15.000 en 30.000 woorden, exclusief eventuele bijlagen, noten en bibliografie. Uitgaande van ca. 450-500 woorden per pagina, staat dit gelijk aan ca. 30-60 pagina's. De masterscriptie omvat 20 ECTS = 560 uren.

De student besteedt ongeveer 180 uur aan het inlezen met betrekking tot het onderzoeksonderwerp en het opzetten van een onderzoek. Eveneens wordt ongeveer 180 uur benut voor het uitvoeren van dit onderzoek. De resterende 200 uur worden gebruikt voor het analyseren van de data en het beschrijven ervan.



3. Begeleiding

De begeleiding van het schrijven van de Masterscriptie vindt individueel plaats. Er is gewoonlijk een scriptiebegeleider van binnen de eigen opleiding. Het is mogelijk een begeleider van buiten de opleiding te kiezen, wanneer het onderwerp dit rechtvaardigt. In dit geval is er naast de begeleider van buiten tevens een begeleider van binnen de opleiding.

De student heeft recht op minimaal vier begeleidingsmomenten:

1. Oriënterend gesprek om onderwerp vast te stellen
2. Bespreking onderzoeksopzet en -planning
3. Bespreking eerste versie scriptie
4. Bespreking pre-finale of eindversie scriptie

De student dient zich er rekenschap van te geven dat de docent een beperkt aantal uren ter beschikking heeft voor de begeleiding van een scriptie.

5. Beoordeling en beoordelingscriteria

De Masterscriptie wordt beoordeeld door twee beoordelaars. De eerste beoordelaar is de scriptiebegeleider. Wordt de scriptie bij twee opleidingen tegelijkertijd geschreven, of door twee examinatoren begeleid, dan is de tweede begeleider tevens de tweede beoordelaar. De beoordelaars komen eerst onafhankelijk van elkaar en vervolgens in overleg tot een oordeel, mits de scriptie voldoet aan de eisen gesteld onder het kopje 'Definitie' en 'Omvang'.

Het cijfer van een Masterscriptie wordt bepaald op basis van de kwaliteit van de opzet van het onderzoek, de kwaliteit van de uitvoering van het onderzoek en de kwaliteit van de verslaglegging. De volgende criteria worden gehanteerd:

- Aanpak van het onderwerp: rechtvaardiging van het onderwerp binnen het wetenschapsgebied, afbakening van het onderwerp, indeling van de stof, beschrijving en analyse van het probleem, formulering en kwaliteit van de onderzoeksvraag / de probleemstelling, methode die gevolgd is bij het zoeken van een oplossing, theoretische verantwoording en kader
- Moeilijkheidsgraad en wetenschappelijke bijdrage aan het vakgebied
- Wijze van behandeling: helderheid en consistentie van de uitwerking, kritische reflectie
- Fundering van de conclusies door het betoog
- Gedemonstreerde beheersing van bronnen, literatuur en onderzoeksvaardigheden
- Relevantie van de aangedragen documentatie (citaten, overige gegevens, bijlagen) en/of onderzoeksresultaten
- Presentatie en compositie van het onderzoeksverslag: zorgvuldigheid, netheid, volledigheid, taal en stijl
- Zelfstandigheid, originaliteit en creativiteit in opzet en uitvoering van het onderzoek

De beoordeling wordt schriftelijk gegeven via het Beoordelingsformulier Masterscriptie.

Indien de student het niet eens is met de beoordeling, bestaat de mogelijkheid het oordeel van een derde deskundige aan te vragen. Dit geschiedt via de Examencommissie.

5. Eindkwalificaties

- 1. Student heeft aantoonbare kennis en inzicht, gebaseerd op de kennis en het inzicht op het niveau van Bachelor en die deze overtreffen en/of verdiepen, alsmede een basis of een kans



- bieden om een originele bijdrage te leveren aan het ontwikkelen en/of toepassen van ideeën, vaak in onderzoeksverband
2. Student is in staat om kennis en inzicht en probleemoplossende vermogens toe te passen in nieuwe of onbekende omstandigheden binnen een bredere (of multidisciplinaire) context die gerelateerd is aan het vakgebied; is in staat om kennis te integreren en met complexe materie om te gaan
 3. Student is in staat om oordelen te formuleren op grond van onvolledige of beperkte informatie en daarbij rekening te houden met sociaalmaatschappelijke en ethische verantwoordelijkheden, die zijn verbonden aan het toepassen van de eigen kennis en oordelen
 4. Student is in staat om conclusies, alsmede de kennis, motieven en overwegingen die hieraan ten grondslag liggen, duidelijk en ondubbelzinnig over te brengen op een publiek van specialisten of niet-specialisten
 5. Student bezit de leervaardigheden die hem of haar in staat stellen een vervolgstudie aan te gaan met een grotendeels zelfgestuurd of autonoom karakter

6. Archivering en openbaarheid

De student is verplicht een digitaal exemplaar (in PDF formaat) van de Masterscriptie ter beschikking te stellen aan het archief van de opleiding. Het aanleveren geschiedt via het aanleverloket van Bureau Studentzaken. De scriptie komt op die manier terecht in de repository van de Rijksuniversiteit Groningen terecht, het digitale archief van publicaties van de RUG. Masterscripties in de repository zijn openbaar (binnen en buiten de RUG) te raadplegen, als de student en de begeleidende docent daarvoor toestemming geven. Bij het invulformulier geeft de student aan 'openbaar ja/nee'. Bij 'ja' verklaart de student dat de docent hiervoor tevens toestemming heeft verleend, conform de binnen de Letterenfaculteit vigerende Regels en Richtlijnen van de Examencommissies. De student zorgt ervoor dat de docent het eens is met het openbaar raadplegen van de Masterscriptie, alvorens 'ja' in te vullen.

7. Rechten en plichten van de student

De student heeft recht op scriptiebegeleiding zoals omschreven in paragraaf 3. De student heeft daarnaast de plicht op juiste, dat wil zeggen zelfstandige, wijze informatie te verzamelen en conform de regels en gebruiken van de opleiding een Masterscriptie te schrijven. Zie ook de paragraaf betreffende fraude en plagiaat in de Onderwijs- en Examenregeling van de opleiding. Fraude en plagiaat worden zwaar bestraft, omdat het te allen tijde duidelijk dient te zijn dat de student in alle opzichten de feitelijke auteur is van de scriptie. Ook gebrekkige of onnauwkeurige bronvermeldingen en (opzettelijke) foutieve verwijzingen worden de student daarom aangerekend. De Masterscriptie dient de vrucht te zijn van een onafhankelijk wetenschappelijk onderzoek. Het overschrijven of nadrukkelijk parafraseren van geraadpleegde stukken tekst is daarmee uitdrukkelijk in strijd. De docent heeft het recht inzage te krijgen in de geraadpleegde literatuur en bronnen en de student dient deze stukken desgewenst aan de docent te overleggen. Voor de Masterscriptie geldt een gedeeld auteursrecht: zowel de docent als de student heeft het auteursrecht over de scriptie. Dit houdt in dat noch de begeleider noch de student zonder de toestemming van de ander kan publiceren over de resultaten van het onderzoek waarvan in de scriptie verslag wordt uitgebracht.

Bijlagen:

1. Stappenplan afstuderen sem. 2 en sem. 1
2. Voorblad scriptie



Bijlage 1: stappenplan afstuderen semester 2 en 1

Basismodel Stappenplan Masterscriptie
Afstuderen in semester 2

| Stappenplan | Deadline* |
|--|--|
| 1. Oriëntatie op onderwerp scriptie | december-januari |
| 2. Student dient scriptievoorstel in ter goedkeuring: minimaal 1 A4 met verantwoording, scherp afgebakende vraagstelling/ hypothesen, voorlopige hoofdstukindeling met bijbehorende deelvragen, beknopte bronnen- en literatuurlijst en een tijdpad. | 15 februari |
| 3. Begeleider geeft feedback op het scriptievoorstel. | 1 maart |
| 4. Eventuele tussentijdse besprekingen van hoofdstukken, na afspraken tussen begeleider en student. | maart-mei |
| 5. Student levert de scriptie in. | 1 juni |
| 6. Beoordeling door en feedback van begeleider. | 1- 15 juni |
| 7. Student levert evt. herkansingsversie in. | 15 juni – 1 juli |
| 8. Begeleider en tweede beoordelaar beoordelen eindversie, bepalen eindcijfer en dienen dit ter verwerking in. | 15 juli |
| 9. Eindgesprek tussen begeleider en student | 15 juli |
| 10. Student vraagt online bul aan bij Bureau Studentzaken: www.rug.nl/let/afstuderen | Uiterlijk 2 maanden voor afronding Master |
| 11. Na beoordeling dient de student de scriptie te uploaden: http://scripties.let.eldoc.ub.rug.nl/UDA/ LET OP: scriptie moet in PDF formaat worden geupload. | Direct na registratie van het eindcijfer in Progress |
| 12. Als het laatste cijfer van de Master is geregistreerd in Progress dient de student bij Bureau Studentzaken te melden dat hij klaar is. | |

* bij de stappen 1 t/m 7 kan de opleiding in overleg met de student van deze data afwijken.



Basismodel Stappenplan Masterscriptie
Afstuderen semester 1

| Stappenplan | Deadline* |
|--|--|
| 13. Oriëntatie op onderwerp scriptie | juli-augustus |
| 14. Student dient scriptievoorstel in bij docent ter goedkeuring: minimaal 1 A4 met verantwoording, scherp afgebakende vraagstelling/ hypothesen, voorlopige hoofdstukindeling met bijbehorende deelvragen, beknopte bronnen- en literatuurlijst en een tijdpad. | 1 september |
| 15. Begeleider geeft feedback op het scriptievoorstel. | 15 september |
| 16. Eventuele tussentijdse besprekingen van hoofdstukken, na afspraken tussen begeleider en student. | september-december |
| 17. Student levert de scriptie in. | 15 december |
| 18. Beoordeling door en feedback van begeleider. | 15- 31 december |
| 19. Student levert evt. herkansingsversie in. | 1 januari – 15 januari |
| 20. Begeleider en tweede beoordelaar beoordelen eindversie, bepalen eindcijfer en dienen dit ter verwerking in. | 31 januari |
| 21. Eindgesprek tussen begeleider en student | 31 januari |
| 22. Student vraagt online bul aan bij Bureau Studentzaken: www.rug.nl/let/afstuderen | Uiterlijk 2 maanden voor afronding Master |
| 23. Na beoordeling dient de student de scriptie te uploaden: http://scripties.let.eldoc.ub.rug.nl/UDA/ LET OP: scriptie moet in PDF formaat worden geüpload | Direct na registratie van het eindcijfer in Progress |
| 24. Als het laatste cijfer van de Master is geregistreerd in Progress dient de student bij Bureau Studentzaken te melden dat hij klaar is. | |

* bij de stappen 1 t/m 7 kan de opleiding in overleg met de student van deze data afwijken.



Bijlage 2:

Verklaring Masterscriptie Faculteit der Letteren, Rijksuniversiteit Groningen

Naam student:
Studentnummer:
Masteropleiding – programma:

Titel scriptie:
Naam scriptiebegeleider:

Hierbij verklaar ik ondubbelzinnig dat de door mij ingeleverde scriptie gebaseerd is op eigen werk en de vrucht is van een onafhankelijk wetenschappelijk onderzoek. Ik verklaar dat ik geen gebruik heb gemaakt van ideeën en formuleringen van anderen zonder bronvermelding; dat ik geen vertalingen of parafrazeringen van tekstgedeelten van anderen als onderdeel van mijn eigen betoog heb ingezet; dat ik de tekst van deze scriptie of een vergelijkbare tekst niet heb ingediend voor opdrachten van andere opleidingsonderdelen.

Datum:
Plaats:

Handtekening student: