



university of
 groningen

faculty of arts

Academic year 2026-2027

Assessment Plan

Bachelor American Studies



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 Brightspace 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 Brightspace, 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 “American Studies in Practice” 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)
	The programme complies with the faculty's guidelines for the design and evaluation of tests, which are shown schematically 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.

When requested the examiner of the programme provides the Board of Examiners with an 'assessment dossier' containing the following:

- a) the syllabus
- b) the list of marks, comprising all marks that count towards the final mark
- c) - for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key
- for written assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and a selection of completed assessment forms
- d) the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available.

b. Parties involved

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 Brightspace 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

Overview of learning outcomes of the degree program + matrix	Appendix 1
Schematic overview of time periods intended for assessment, modes of assessment used	Appendix 2
Overview of the intended learning outcomes of the course units and their modes of assessment	Appendix 3
Additional regulations for the graduation dossier (BA thesis evaluation forms)	Appendix 4

The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendix 1), form the guiding principles. All course units together fulfil a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments.

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

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

a. Safeguarding of assessment quality at degree programme level



	The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year. b. Safeguarding of assessment quality at course unit level The board of Examiners has a procedure for the assessments of all course units in a degree programme, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of theses is evaluated.
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6 /	Archiving
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Archiving of course material including assessments is carried out in accordance with faculty policy.

7 /	List of documents relevant to assessment
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Faculty vision of teaching and assessment

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 programme – the implementation of the TER, Part A, Art. 8.5



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>
	A Bachelor Degree in American Studies is awarded to students who demonstrate:
Acquiring Knowledge and Understanding Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.	1a. broad, interdisciplinary knowledge and understanding of major themes and developments in history and culture of the American continents, from the late fifteenth century to the present. 1b. understanding of methodologies within the discipline of American Studies (especially “close reading” and “contextualization”), as well as familiarity with theories relevant to the analysis of culture, politics, society, and media in the Americas. 1c The student has knowledge of one or two overarching themes within the humanities, and can explain the consequences of these themes for the knowledge domain of American Studies.
Applying Knowledge and Understanding Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and	2a. the ability to close-read a wide variety of texts, and contextualize them within broader events and developments in the Americas. 2b. the ability to work constructively with others to accomplish specific goals.



have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.	2c. the ability to plan and complete appropriate coursework in the form of argument-driven essays. 2d. the ability to organize and carry out a substantial research project (i.e. a 8,000-word thesis) within an established time frame. 2e. awareness of and commitment to scholarly standards in terms of accuracy, ethical behavior, and breadth of sources used and cited in assignments and in the final BA thesis.
Making Informed Judgments and Choices 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.	3a. the ability to conduct guided and semi-independent research, as well as to gather, select, and critically evaluate relevant information from print and electronic resources. 3b. the ability to select relevant insights from a range of disciplines to critically examine contemporary sociopolitical challenges facing multicultural societies. 3c. the ability to form well-grounded opinions about U.S. politics, culture, and media, taking into account historical specificities and power relations.
Communicating Knowledge and Understanding Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	4 a. the ability to communicate effectively the results of one's research to both academic and non-specialist audiences, in both written and oral presentations. 4b. the ability to communicate effectively in an international and intercultural context. 4c. 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).
Capacities to Continue Learning	5a. domain-specific and general knowledge, understanding, and skills to undertake independent research in academic (second-cycle degree programs requiring BA-level domain specific knowledge) or workplace contexts.



Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

5b. the requisite intercultural awareness and skills to successfully work in an international employment and/or academic context.

Appendix 2: Schematic overview of time periods intended for assessment

Matrix learning outcomes Bachelor degree programme American Studies (appendix 2)

YEAR 1 semester 1						Language of Instruction	Block 1		Resits	Block 2		Resits
Module	Code	ECT S	M/ O	Teachin g method	Hour s p/w		week 1-6	week 7 assessment	week 21	week 9-14	week 15 assessment	week 21
									resits block 1			resits block 2
							Modes of assessment					
Theories of Culture Ia	LAX039P 05	5	M	Lecture + seminar	4	English	formative assignment (20%)	Written assignment (80%)	Written assignm ent (oral)			



Theories of Culture Ib	LAX041P05	5	M	Lecture + Seminar	4	English			.	formative assignment (20%)	written assignment (80%)	written assignment (oral)
The Americas I	LAX066P10	10	M	Lecture + seminar	4	English	n.a.	written assignment (30%)			Exam (70%)	Exam
American Studies in Practice I	LAX067P10	10	M	Lecture + Seminar	3	English	Participation and Assignments (20%)	Essay (30%)	Essay	Participation and assignments (10%)	Essay (40%)	Essay
Total ECTS tested		30										



YEAR 1 semester 2						Language of Instruction	Block 3		Resits	Block 4		Resits
Module		ECT S	M/ O	Teachin g method	Hour s p/w		week 1-6	week 7 assessment	week 23	week 9-15	week 16 assessment	week 19
									resits block 3			resits block 4
						Modes of assessment						
The Americas II	LAX068P10	10	M	Lecture + seminar	4	English		Test (40%)			Exam (60%)	Exam
American Politics	LAX069P10	5	M	Lecture + Seminar	3	English	formative assignment (20%)	written assignment (30%)			Test (50%)	Test
Faculty- wide course:												



YEAR 2 semester 1						Language of Instructio n	Block 1		Resits	Block 2		Resits
									resits block 1			resits block 2
							Modes of assessment					
The Americas III	LAX087B10	10	M	Lecture + seminar	3	English		Test (40%)			Exam (60%)	Exam
American Studies in Practice II	LAX088B10	10	M	Lecture + seminar	3	English	Formative Assignmen ts (10%)	Presentatio n (20%)			Essay (70%)	Essay
Theories of Culture II	LAX102B10	10	M	Seminar	2	English	Test (30%)				Exam (70%)	Exam



Total ECTS tested		30										
YEAR 2 semester 2						Language of Instruction	Block 3		Resits	Block 4		Resits
									resits block 3			resits block 4
							Modes of assessment					
Special Topics [block 3]	varies	5+5	O	Seminar	2	English	formative assignments (30%)	written assignment (70%)	written assignment			
Special Topics [block 4]	varies	5+5	O	Seminar	2	English				(in-class) formative assignment (30%)	written assignment (70%)	written assignment



Faculty- wide course: Stories We Live By: Mediating Identities	LFW002P10	10	M	Lecture		English					Exam (100%)	Exam
Total ECTS tested		30										



YEAR 3 semester 1						Language of Instruction	Block 1		Resits	Block 2		Resits
									resits block 1			resits block 2
							Modes of assessment					
Study Abroad	n.a.	10	O	Seminar	varies	varies		varies		varies		
Study Abroad	n.a.	10	O	Seminar	varies	varies		varies		varies		
Study Abroad	n.a.	10	O	Seminar	varies	varies		varies		varies		
Students not studying abroad:												
Minor	n.a.	30	O	Seminar	varies	varies		varies		varies		



Internship (optional)		10	O	n.a.	varies	English					Internship report (100%)	n.a.
Total ECTS tested		30										
YEAR 3 semester 2						Block 3		Resits	Block 4		Resits	
								resits block 3			resits block 4	
							Modes of assessment					
Research Seminar	LAX022 B10	10	M	Seminar	4 (weeks 1 - 7)	English	Formative assignments (30%) participation (10%)	written assignment (60%)	written assignment			
BA Thesis	LAX999 B10	10	M	Individual tutoring	varies	English	n.a.	n.a.	n.a.	n.a.	BA thesis (100%)	BA thesis



Faculty- wide course BA2	varies	10	O			English					Group assignment (100%)	Group Assignmen t
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
LAX066P 10	The Americas I: The American Century	At the end of this course, students will get a passing grade if they can: 1. Demonstrate a solid understanding of the key developments in U.S. politics and culture in a hemispheric and/or global context 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. Analyze and interpret historiographical and literary sources as well as cultural artefacts; 4. Make constructive contributions to class discussions and reproduce relevant material under exam conditions 5. Write a short, argumentative essays that offer a critical analysis of a primary source and explains the cultural, socio-political, and ideological work it performs	written assignment ; Written exam
LAX039P 05	Theories of Culture Ia	Upon completion of this course, student should be able to:	formative assignment;



		1. Demonstrate a basic knowledge and understanding of the theories, preoccupations, and critical vocabulary of contemporary American class and gender studies 2. Contextualize and explain the political goals and difficulties inherent in different forms of identity politics 3. Communicate the cultural situatedness of case studies on class, gender, and sexuality	written assignment
LAX067P10	American Studies in Practice I	During this course, students are expected to acquire the following skills: 1. Interpret primary sources using American Studies methodologies including close reading, contextualization, and application of theoretical frameworks and conduct research using print and digital sources - including locating, evaluating, analyzing, and integrating sources 2. Construct a critical conversation from assigned American Studies secondary sources 3. Present the results of their research in a well-organized argumentative essay 4. Demonstrate basic familiarity with American Studies research methods – including “close reading” and “contextualizing” primary sources 5. Deliver an oral presentation in appropriate English, making effective use of audio-visual equipment, and engaging in a group discussion fluently; 6. Evaluate their own work critically	Assignment; exam
LAX041P05	Theories of Culture Ib	Upon completion of this course, student should be able to: 1. Demonstrate a basic knowledge of the theories, preoccupations, and critical vocabulary of contemporary American class and gender studies	formative assignment; written assignment



		2. Explain the key political goals and difficulties inherent in different forms of identity politics 3. Understand the cultural situatedness of their own perspectives on class, gender, and sexuality	
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Year 1, semester 2			
Code	Course unit	Intended learning outcomes	Mode of assessment
LAX068P10	The Americas II	Upon successful completion of the course unit, students are able to: 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 2. Analyze and interpret historiographical and literary sources as well as cultural artefacts 3. Make constructive contributions to class discussions and engage critically with relevant material under exam conditions	Test; exam.



LAX069P10	American Politics	Upon successful completion of this course, students are able to: 1. demonstrate an understanding of American politics and government, as well as its practical relevance for studying U.S. society. 2. evaluate critically the role of the U.S. Constitution and the governmental framework that developed based on it, particularly with regard to the Court system, the legislative (Congress) and executive (President) branches. 3. assess the ways in which the ideas that inform the U.S. constitutional, court system, Congress and Presidency are disseminated and negotiated in American culture. 4. present cogent and informed analyses of the course material, both orally and in writing. 5. write a well-argued essay that engages the historical perspectives and theoretical approaches of the course material.	Formative assignment; written assignment; test
LFW002P10	Faculty-wide course: Stories We Live By: Mediating Identities	Upon successful completion of this course unit, students are able to: 1. Gain foundational insights into concepts regarding real-world problems and challenges within the theme: Stories we live by 2. Be able to identify key concepts and trends and be able to contextualize them in relation to the theme: Stories we live by 3. Critically assess different perspectives, theories, and sources of information in the theme: Stories we live by 4. Employ critical reading skills to grasp, summarize, and reflect on arguments presented in academic texts and in the media 5. Recognize the role of interdisciplinary approaches to tackle complex problems in an informed and coherent manner	Exam

Year 2, semester 1



Code	Course unit	Intended learning outcomes	Mode of assessment
LAX102B10	Theories of Culture II (moves to BA2 sem 2 in 27/28)	Upon successful completion of the course unit, students are able to: 1. Demonstrate introductory-level knowledge of theories and theorists germane to the study of American political life in this course; 2. Demonstrate an adequate sense of the historical contexts out of which the theoretical perspectives covered in the course 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 theories covered in the course and their relation to past and present political debates in the United States.	Test; exam
LAX087B10	The Americas III	Upon successful completion of this course unit, students are able to: 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. Analyze and interpret historiographical and literary sources as well as cultural artifacts; 3. Make constructive contributions to class discussions and engage critically with relevant material under exam conditions. 4. Conduct guided research in American Studies: students should be able to find, assess, and incorporate relevant primary and secondary sources for their own research; write	Formative assignments, written assignment , exam



		a well-informed and viable research proposal; and write an argument-driven analysis of the results of that research	
LAX088B 10	American Studies in Practice II	At the end of this course, students can: 1. Demonstrate proficiency with methodologies within the discipline of American Studies as well as scholarly standards of citation in written assignments 2. 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 3. Conduct independent research in American Studies: 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 4. Give a clear, well-structured presentation of a complex subject, and respond spontaneously and effortlessly to questions 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: C2 level (near native) in the areas of listening and reading, and at C1 level (proficient) in written and spoken production	Presentation, Formative assignments, written assignment



Year 2, semester 2			
Code	Course unit	Intended learning outcomes	Mode of assessment
LAX0[71-76] B05	Special Topics (5 EC courses)	Varies	formative assignment, written assignment
LFW002P 10	Faculty-wide course: Stories We Live By: Mediating Identities (only regular BA2 students take this course in 26-27)	Upon successful completion of this course unit, students are able to: 6. Gain foundational insights into concepts regarding real-world problems and challenges within the theme: Stories we live by 7. Be able to identify key concepts and trends and be able to contextualize them in relation to the theme: Stories we live by 8. Critically assess different perspectives, theories, and sources of information in the theme: Stories we live by 9. Employ critical reading skills to grasp, summarize, and reflect on arguments presented in academic texts and in the media 10. Recognize the role of interdisciplinary approaches to tackle complex problems in an informed and coherent manner	Exam
Year 3, semester 1			



Code	Course unit	Intended learning outcomes	Mode of assessment
	Minor	NA	
LAX056B 15	MINOR Placement American Studies	NA	(Internship) report

Year 3, semester 2

Code	Course unit	Intended learning outcomes	Mode of assessment
LAX999B 10	Bachelor's Thesis American Studies	At the end of this unit, students will be able to: 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. Demonstrate the ability to apply methods relevant to the field of American Studies; 4. 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); 5. Engage in cross-disciplinary research, as relevant to their chosen topic;	Thesis



		6. Demonstrate effective communication and writing skills, and the ability to use appropriate electronic technologies.	
LAX022B 10	Research Seminar	Varies	varies
Faculty- wide course varies	Student choose one of four options	At the end of this course, students can: 1. Build inter- and transdisciplinary connections, integrating methodologies, and concepts from various fields to approach complex, real-world problems 2. Apply acquired methods and tools to analyze data, draw conclusions, and solve real world problems that have a clear societal relevance 3. Evaluate the strengths and weaknesses of different approaches or solutions to academic or real world problems 4. Share research findings or perspectives in a manner that fosters understanding and engagement appropriate for given target audiences, be it academic or societal partners. Participate actively in discussion and debates, presenting well-supported arguments 5. Be able to design small-scale studies, cases or research projects based on acquired knowledge and skills	Group assignment



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 1a, 2a

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 2d, 3a

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 1b

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 2a, 5a

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 2e, 4a, 4c

General assessment:



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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 1a, 2a



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 2d, 3a

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 1b

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 2a, 5a

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 2e, 4a, 4c



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]