



rijksuniversiteit
groningen

faculteit der letteren

20

Academic year 2026/2027

Assessment Plan

BA Communication and Information Studies (CIS)



1 / Vision of teaching and assessment

The CIS programme in Groningen is geared towards academic research on communication using language and visual signs. In our teaching we value to stress both the relationship with research and the relationship with professional practice. These relationships are explored in lectures and in assignments throughout the programme. From year one, students encounter examples from the research practice of staff members as part of their course readings or in assignments. Most of this research has a strong focus on valorisation; focussing on improving communication practices by professionals in educational, corporate or health care settings.

The CIS programme constitutes an international classroom in line with the RUG international classroom project. The University of Groningen defines the international classroom as "inclusive, active learning through a common language in which all students and lecturers engage in purposeful interactions with diverse ideas and diverse people to develop and demonstrate internationalized learning outcomes ... in order to enhance the quality of teaching and learning and employability for all students. " CIS implements this concept to suit the needs of our particular programme. Most notably, we prefer to speak of an intercultural classroom. International stresses the concept of nation, whereas we would like to emphasize cultural diversity.

In order to facilitate purposeful interactions, the programme implements active learning by students (in line with the educational policy of the RUG). Most courses offer seminars and small scale teaching environments that offer ample opportunity for class discussions based on assignments that students prepare and submit before the start of the seminar. Starting from year one, these assignments also involve small experiments and field work in order to further stimulate active learning. To this end, we also integrated a variety of teaching styles and teaching techniques in our programme involving blended learning and/or flipping the classroom.

Thus, the CIS programme creates an educational environment in which students are actively involved in their own educational process, generating knowledge in an activating academic community based on research output of the staff with a strong societal impact.



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

Assessment practices in the CIS programme are aligned with the protocols of the Faculty of Arts for designing, evaluating and optimizing assessment methods.

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 course 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 all other types of 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 assessment forms
- d. the assessment blueprint, minutes of peer-support meetings, 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 dossiers of the different courses of the programme:

- The course coordinator is responsible for formulating the syllabus and the design of tests based on the matrix learning outcomes (see appendix 1) of the programme. They use the syllabus format of the faculty for this and ensures there is a clear connection between the learning outcomes and the examination of the course.
- The course coordinator is also responsible for the assessment dossier of their course. The cluster board is responsible for checking whether this is done correctly, but has delegated this task to the secretariat, which will ask the course coordinators to provide the information necessary for the assessment dossier.
- The board of examiners assesses the assessment dossiers and discuss these with the responsible course coordinators.

The following parties are involved in fulfilling duties related to the assessment plan of the programme:

The programme coordinator is responsible for writing the assessment plan of the programme. He or she will submit the assessment plan for advice to the board of examiners and the programme committee. After their advice, the cluster board of Cluster 3 (MILLC) will finalise the concept assessment plan and send it to the Faculty Board. The Faculty Board will ask the Faculty Council for advice and will then formalise the assessment plan as an attachment to the TER of the programme.

4 / Assessment timetable

For students starting in September 2026:

Overview of learning outcomes of the degree programme + matrix	Appendix 1A
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Overview of the intended learning outcomes of the course units	Appendix 2A
Schematic overview of time periods intended for assessment, modes of assessment used	Appendix 3A
Overview language of courses in year 1, 2 and 3 of the programme	Appendix 4A

For students who started BEFORE September 2026:

Overview of learning outcomes of the degree programme + matrix	Appendix 1B
Overview of the intended learning outcomes of the course units	Appendix 2B
Schematic overview of time periods intended for assessment, modes of assessment used	Appendix 3B
Overview language of courses in year 1, 2 and 3 of the programme	Appendix 4B

The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendices 1A and 1B), 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 (Appendices 1A and 1B) defines the course units that include summative assessments.

In parallel with the curriculum, the assessment programme (Appendices 2A and 2B) 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. This information is integrated in Appendices 2A and 2B

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 Appendices 3A and 3B.

The language in which the courses are taught and tested are presented in Appendices 4A and 4B.

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.

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 Expertise 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 of a 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, Article 8.5

Appendix 1A. Overview of learning outcomes of the degree programme + matrix

		1. Knowledge and understanding				2. Applying knowledge and understanding						3. Making judgments		4. Communication		5. Learning skills
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1		5.1
JAAR 1 semester 1																
vaktitel	vakcode															
Materiality of Communication		x				x	x		x		x	x				x
Changing minds: Persuasion and Argumentation		x	x			x	x			x				x		
Essential Skills for Academics		x								x	x	x		x		x
Introduction to Intercultural Communication		x								x	x		x	x		x
JAAR 1 semester 2		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1		5.1
vaktitel	vakcode															

Observing Communication in the Wild: Qualitative Methods		x	x					x				x				
Text and Cognition		x	x			x						x				x
Language in Interaction		x				x		x	x		x			x		
<i>FWC: Humane AI & Digital Society Year 1</i>			x		X		x					x				x
<i>FWC: Stories We Live By Year 1</i>			x		x		x					x				x

		1. Knowledge and understanding				2. Applying knowledge and understanding						3. Making judgments		4. Communication		5. Learning skills
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1		5.1
JAAR 2 semester 1																
Vaktitel	vakcode															
Corporate and Workplace Communication		x	x			x	x			x	x	x	x	x		x
Analysing Communication:		x				x	x	x	x	x		x	x	x		x

		1. Knowledge and understanding				2. Applying knowledge and understanding						3. Making judgments		4. Communication		5. Learning skills
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	5.1
JAAR 2 semester 1																
Vaktitel	vakcode															

Quantitative Approaches																
Social Media Discourses and Affordances		x					x				x		x	x		x
Statistics								x			x	x		x		x

JAAR 2 semester 2		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1		5.1
Vaktitel	vakcode															
Design and Evaluation		x				x	x						x	x		
Health Communication		x	x			x				x		x		x		
Language in Context		x					x	x	x	x		x				
<i>FWC: Global Change Year 2</i>					x		x	x				x	x	x		

JAAR 2 semester 2		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1		5.1
Vaktitel	vakcode															
<i>FWC: Stories We Live By Year 2</i>					X		X	X				X	X	X		
<i>FWC: Humane AI & Digital Society Year 2</i>					X		X	X				X	X	X		
<i>FWC: Cultural Heritage Year 2</i>					X		X	X				X	X	X		

JAAR 2 semester 2 Continued		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1		5.1
Vaktitel	vakcode															

		1. Knowledge and understanding				2. Applying knowledge and understanding						3. Making judgments		4. Communication		5. Learning skills
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1		5.1
JAAR 3 semester 1																
vaktitel	vakcode															
Minor				X												

JAAR 3 semester 2																
Vaktitel	vakcode	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1		5.1
Communication and Societal Change		x				x	x	x			x	x	x	x		x
Literacy in Society		x				x	x		x	x			x	x		x
CIS Bachelor Thesis and Research Seminar						x	x	x	x		x	x	x	x		x
CIS Case Study								x	x	x		x	x			x

Appendix 2A. Overview of the intended learning outcomes of the course units

Year 1, semester 1			
Course title	code	Learning outcomes	Assessment type(s)
Materiality of Communication		1. Recognize, integrate and reflect on the material and multimodal level of communication in CIS research (1.1) 2. Analyze and appraise all material levels of communication in its various contexts using relevant knowledge, skills, theories and methods within the field of CIS (2.1) 3. Evaluate concepts, ideas, and data in which the materiality of communication plays a significant role and identify and analyse resulting (societal) problems and issues (2.2) 4. Design and conduct a multimodal research project along the lines of a pre-defined setup, applying theories and methodologies of language and multimodal analysis according to academic and professional standards (2.4) 5. Apply relevant skills of (multimodal) literacy to real-world examples of varied communication contexts for analysis (2.6)	Digital exam (30%), Two Written Group Assignments (30% and 40%, respectively)

		6. Critically assess communication problems such as mis-, dis-, and fake information and develop ideas for using and changing material aspects to overcome these problems (3.1) 7. Develop and apply skills such as collaboration in group work and creative writing and/or designing skills (5.1).	
Changing Minds: Persuasion and Argumentation		1. Define key concepts in persuasive communication (e.g., attitudes, attitude-behavior link, framing, source, arguments, emotions). (1.1) 2. Explain major theoretical models of persuasion, emphasizing their assumptions, mechanisms, and typical applications. (1.2) 3. Analyze arguments and fallacies in persuasive communication in different contexts (2.1). 4. Apply persuasion models to cases that illustrate how source, audience, and message features may influence expected outcomes. (2.2) 5. Propose a persuasive communication product for a specific audience and context, reflecting on its effectiveness and limitations. (2.5)	Portfolio A and B (pass/fail), written exam (100%)

Essential Skills for Academics		1. Explore and synthesize academic sources on a CIS subject of study. (1.1) 2. Work and critically reflect on (their own and peer) projects in relation to a CIS subject of study. (2.5) 3. Apply relevant skills and resources for doing CIS research, especially in relation to academic searching, reading, writing and presenting. (2.6) 4. Recognize and assess features of academic writing. (3.1) 5. Accurately communicate relevant topics, ideas, and results within CIS according to academic standards to academic and professional audiences. (4.1) 6. Develop, apply and reflect on appropriate transferable learning skills, such as self-initiative and self-awareness, time-management, and the identification of (future) learning needs and opportunities for life-long learning. (5.1)	Portfolio (100%)
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Introduction to Intercultural Communication		1. Describe theories and research methods for understanding, analysing, and assessing the complexity of communication in intercultural contexts (1.1) 2. As part of their study group work, plan and carry out individual and team projects within the field of communication in a professional way, for instance by collaborating, managing time, giving peer feedback, and critically reflecting on the outcomes. (2.5) 3. Apply relevant literacy skills and resources for data collection, analysis, and problem solving within the field of intercultural communication. (2.6) 4. Collect and interpret data to inform opinions on relevant professional and societal challenges within the field of intercultural communication. (3.2) 5. Accurately communicate relevant topics, ideas, and results within CIS according to academic standards to academic and professional audiences. (4.1) 6. Develop and apply appropriate transferable learning skills, specifically self-awareness, global mindset and intercultural competence. (5.1)	Portfolio (100%)
Year 1 semester 2			

Course title	code	Learning outcomes	Assessment type(s)
Observing Communication in the Wild: Qualitative Methods		1. Describe theories and qualitative research methods for understanding, analysing, and assessing the complexity of communication in its various forms and contexts. (1.1) 2. Explain the foundational aspects of the field of Communication and Information Studies (CIS) and the relationships with and within its various subfields. (1.2) 3. Select and apply appropriate qualitative research methods to new data in the field of communication. (2.3) 4. Critically assess qualitative research methods, data, outcomes and implications within communication and information studies, taking into account relevant social, academic, and ethical aspects. (3.1)	Oral Assignment (15%) Written Exam (85%)
Text and Cognition		1. Describe theories and research methods for understanding, analysing, and assessing the complexity of communication in discourse (1.1) 2. Explain how discourse analysis can be positioned in the broader field of Communication and Information Studies (1.2) 3. Analyze and appraise communication using discourse by sustaining arguments and using relevant knowledge, skills, theories and methods (2.1)	Written Exam (100%)

		4. Critically assess research methods, data, outcomes and implications within discourse studies, taking into account relevant social, academic, and ethical aspects. (3.1) 5. Develop and apply appropriate transferable learning skills, such as self-initiative and self-awareness, time-management, and the identification of (future) learning needs and opportunities for life-long learning. (5.1)	
FWC Humane AI & Digital Society Year 1		1. Gain foundational insights into concepts regarding real-world problems and challenges within the theme: <i>Humane AI & Digital Society</i> (1.2) 2. 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 CIS (1.4) 3. Be able to identify key concepts and trends and be able to contextualize them in relation to the theme: <i>Humane AI & Digital Society</i> (2.2) 4. Critically assess different perspectives, theories, and sources of information in the theme: <i>Humane AI & Digital Society</i> (3.1) 5. Employ critical reading skills to grasp, summarize, and reflect on arguments presented in academic texts and in the media (3.1)	Exam (100%)

		6. Recognize the role of interdisciplinary approaches to tackle complex problems in an informed and coherent manner (5.1)	
<i>FWC Stories We Live By Year 1</i>		1. Gain foundational insights into concepts regarding real-world problems and challenges within the theme: Stories we live by (1.2) 2. 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 CIS (1.4) 3. Be able to identify key concepts and trends and be able to contextualize them in relation to the theme: Stories we live by (2.2) 4. Critically assess different perspectives, theories, and sources of information in the theme: Stories we live by (3.1) 5. Employ critical reading skills to grasp, summarize, and reflect on arguments presented in academic texts and in the media (3.1) 6. Recognize the role of interdisciplinary approaches to tackle complex problems in an informed and coherent manner (5.1)	Exam (100%)

Language in Interaction		1. Describe theories and research methods for understanding, analysing, and assessing the complexity of communication in its various forms and contexts. (1.1) 2. Analyze and appraise communication in its various forms and contexts by sustaining arguments and using relevant knowledge, skills, theories and methods. (2.1) 3. Select and apply appropriate qualitative research methods to new data in the field of communication. (2.3) 4. Design and conduct research projects of limited scope, applying appropriate theories and methodologies according to academic and professional standards, with limited supervision. (2.4) 5. Apply relevant literacy skills and resources for data collection, analysis, and problem solving within the field of communication. (2.6) 6. Accurately communicate relevant topics, ideas, and results within CIS according to academic standards to academic and professional audiences. (4.1)	Group project (100%)
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Year 2 semester 1			
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Course title	code	Learning outcomes	Assessment type(s)
Corporate and Workplace Communication		1. Describe theories and research methods for understanding, analysing, and assessing the complexity of communication in its various forms and contexts. (1.1) 2. Explain the foundational aspects of the field of Communication and Information Studies (CIS) and the relationships with and within its various subfields such as organisation and business studies (1.2) 3. Analyze and appraise communication in its various forms and contexts by sustaining arguments and using relevant knowledge, skills, theories and methods (2.1) 4. Evaluate concepts, ideas, and data, identify and analyse complex (societal) problems and issues, and propose solutions. (2.2) 5. Plan and carry out individual and team projects within the field of communication in a professional way, for instance by collaborating, managing time, giving peer feedback, and critically reflecting on the outcomes. (2.5) 6. Apply relevant literacy skills and resources for data collection, analysis, and problem solving within the field of communication. (2.6)	

		7. Critically assess research methods, data, outcomes and implications within communication and information studies, taking into account relevant social, academic, and ethical aspects. (3.1) 8. Collect and interpret data to inform opinions on relevant professional and societal challenges within the field of communication. (3.2) 9. Accurately communicate relevant topics, ideas, and results within CIS according to academic standards to academic and professional audiences. (4.1) 10. Develop and apply appropriate transferable learning skills, such as self-initiative and self-awareness, time-management, and the identification of (future) learning needs and opportunities for life-long learning. (5.1)	
Analysing Communication: Quantitative Approaches		1. Describe and explain the principles and applications of quantitative research methods (such as experiments, surveys, corpus analysis) for analyzing communication in its various forms and contexts. (1.1) 2. Select and apply appropriate quantitative research methods to new data in the field of communication. (2.3) 3. Conduct research projects of limited scope, applying appropriate theories and methodologies according to academic and professional standards, with limited supervision. (2.4)	Weekly assignments, Digital exam, Poster presentation

		4. Plan and carry out team projects within the field of communication in a professional way, for instance by collaborating, managing time, giving peer feedback, and critically reflecting on the outcomes. (2.5) 5. Critically assess the strengths, limitations, and ethical implications of quantitative research methods, data, and outcomes in communication studies. (3.1) 6. Collect and interpret data to inform opinions on relevant professional and societal challenges within the field of communication. (3.2) 7. Accurately communicate a quantitative methodological approach according to academic standards to academic and professional audiences. (4.1) 8. Develop and apply transferable learning skills, such as self-initiative and time-management, reflective practice to support lifelong learning and professional development. (5.1)	
Social Media Discourses and Affordances		1. Develop knowledge and understanding of theories and research methodologies current within the field of social media research. (1.1) 2. Apply key concepts relevant for social media communication to identify and analyse complex societal problems and issues. (2.2) 3. Apply relevant literacy skills and resources for data collection, analysis, and problem solving within the field of social media analysis. (2.6)	Analysis of a social media app (group) (25%, LOs 1-3) Social media post design (group) (35%, LOs 2, 4-6) Analysis of social media communication (individual) (40%) (LOs 1-2, 4)

		4. Collect and interpret data to inform opinions on relevant professional and societal challenges within the field of social media communication. (3.2) 5. Accurately communicate relevant topics, ideas, and results within CIS according to academic standards to academic and professional audiences. (4.1) 6. Develop and apply appropriate transferable learning skills, such as self-initiative and self-awareness, time-management, and the identification of (future) learning needs and opportunities for life-long learning. (5.1)	
Statistics		1. Select and apply appropriate descriptive and inferential statistical techniques, to new data in the field communication. (2.3) 2. Apply relevant data literacy skills and statistical resources for data collection, analysis, and problem solving within communication research, using tools such as R. (2.6) 3. Critically assess statistical analyses, data outcomes, and their implications within communication and information studies, considering relevant academic aspects. (3.1) 4. Accurately communicate statistical analyses, results, and interpretations according to academic standards to academic and professional audiences. (4.1)	Digital onsite exam with multiple-choice and open-ended questions (100% of final grade) Seminar assignments

		5. Develop and apply appropriate transferable learning skills, such as self-initiative and self-awareness and time-management. (5.1)	
Year 2 semester 2			
Course title	code	Learning outcomes	Assessment type(s)
Design and Evaluation		1. Describe theories and research methods for understanding, analysing, and assessing the complexity of communication in its various professional forms and contexts (1.1). 2. Analyze and appraise communication in its various forms and contexts by sustaining arguments and using relevant knowledge, skills, theories and methods (2.1). 3. Evaluate concepts, ideas, and data, identify and analyse complex (societal) problems and issues, and propose solutions (2.2). 4. Collect and interpret data to inform opinions on relevant professional and societal challenges within the field of communication (3.2). 5. Accurately communicate relevant topics, ideas, and results within CIS according to academic standards to academic and professional audiences (4.1).	- Video Presentation + Appendices (50% of the final grade) - Written Report (50% of the final grade)

Health Communication		1. Describe important theories and models of health communication and health behavior change. (1.1) 2. Apply this knowledge to create products and guidelines for specific audiences and contexts. (2.1) 3. Analyze health communication products with regard to form, content, and expected effectiveness. (3.1) 4. Communicate clearly and appropriately about health communication in academic and professional formats. (4.1)	- Portfolio of assignments (pass, fail). - Exam (100% of the final grade).
Language in Context		1. Describe theories and research methods for understanding, analysing, and assessing how meaning, intention, and interactional complexity are constructed and inferred considering different pragmatic phenomena and contexts. (1.1) 2. Evaluate concepts, ideas, and data in the field of language use and interpretation; identify open issues in how meaning and intention are constructed and inferred; and propose evidence-based solutions. (2.2) 3. Select and apply appropriate qualitative and/or quantitative research methods to new data about how meaning and intention are constructed and inferred considering different contexts and pragmatic phenomena. (2.3)	Bi-weekly formative individual assignments Bi-weekly summative group assignments pass/fail Written, open-book exam consisting of of essay questions (100% of final grade)

		4. Design and conduct small-scale research projects in the field of language use and interpretation, applying relevant theories and methodologies according to academic and professional standards, with limited supervision. (2.4) 5. Plan and carry out individual and team projects in the field of language use and interpretation, for instance by collaborating, managing time, giving peer feedback, and critically reflecting on research processes and outcomes. (2.5) 6. Critically assess research methods, data, outcomes, and implications in the study of language use and interpretation, considering relevant social and academic aspects. (3.1)	
FWC Global Change Year 2/3		1. 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 CIS (1.4) 2. Build inter and transdisciplinary connections, integrating methodologies and concepts from various fields to approach complex, real-world problems. (2.2, 3.1) 3. Apply acquired methods and tools to analyze data, draw conclusions, and solve real world problems that have a clear societal relevance. (2.3) 4. Evaluate the strengths and weaknesses of different approaches or solutions to academic or real world problems. (3.1)	Portfolio (100%)

		5. Share research findings or perspectives in a manner that fosters understanding and engagement appropriate for given target audiences, be it academic or societal partners. (4.1) 6. Participate actively in discussions and debates, presenting well-supported arguments. (4.1) 7. Be able to design small-scale studies, cases or research projects based on acquired knowledge and skills. (2.4)	
FWC Stories We Live By Year 2/3		1. 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 CIS (1.4) 2. Build inter and transdisciplinary connections, integrating methodologies and concepts from various fields to approach complex, real-world problems. (2.2, 3.1) 3. Apply acquired methods and tools to analyze data, draw conclusions, and solve real world problems that have a clear societal relevance. (2.3) 4. Evaluate the strengths and weaknesses of different approaches or solutions to academic or real world problems. (3.1)	Portfolio (100%)

		5. Share research findings or perspectives in a manner that fosters understanding and engagement appropriate for given target audiences, be it academic or societal partners. (4.1) 6. Participate actively in discussions and debates, presenting well-supported arguments. (4.1) 7. Be able to design small-scale studies, cases or research projects based on acquired knowledge and skills. (2.4)	
FWC Humane AI & Digital Society Year 2/3		1. 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 CIS (1.4) 2. Build inter and transdisciplinary connections, integrating methodologies and concepts from various fields to approach complex, real-world problems. (2.2, 3.1) 3. Apply acquired methods and tools to analyze data, draw conclusions, and solve real world problems that have a clear societal relevance. (2.3) 4. Evaluate the strengths and weaknesses of different approaches or solutions to academic or real world problems. (3.1)	Portfolio (100%)

		5. Share research findings or perspectives in a manner that fosters understanding and engagement appropriate for given target audiences, be it academic or societal partners. (4.1) 6. Participate actively in discussions and debates, presenting well-supported arguments. (4.1) 7. Be able to design small-scale studies, cases or research projects based on acquired knowledge and skills. (2.4)	
FWC Cultural Heritage Year 2/3		1. 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 CIS (1.4) 2. Build inter and transdisciplinary connections, integrating methodologies and concepts from various fields to approach complex, real-world problems. (2.2, 3.1) 3. Apply acquired methods and tools to analyze data, draw conclusions, and solve real world problems that have a clear societal relevance. (2.3) 4. Evaluate the strengths and weaknesses of different approaches or solutions to academic or real world problems. (3.1)	Portfolio (100%)

		5. Share research findings or perspectives in a manner that fosters understanding and engagement appropriate for given target audiences, be it academic or societal partners. (4.1) 6. Participate actively in discussions and debates, presenting well-supported arguments. (4.1) 7. Be able to design small-scale studies, cases or research projects based on acquired knowledge and skills. (2.4)	
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Year 3 semester 1			
Course title	code	Learning outcomes	Assessment type(s)
Minor	various	various	various

Year 3 semester 2			
Course title	code	Learning outcomes	Assessment type(s)
Communication and Societal Change		1. Describe theories and research methods for understanding, analysing, and assessing the complexity of communication in its various forms, genres and societal contexts. (1.1) 2. Analyze and appraise communication in its various forms, genres and societal contexts by sustaining arguments and using relevant knowledge, skills, theories and methods. (2.1) 3. Evaluate concepts, ideas, and data, identify and analyse complex (societal) problems and issues, and propose solutions. (2.2) 4. Select and apply appropriate qualitative and quantitative research methods to new data in the field of communication. (2.3) 5. Apply relevant literacy skills and resources for data collection, analysis, and problem solving within the field of communication. (2.6) 6. Critically assess research methods, data, outcomes and implications within communication and information studies, taking into account relevant social, academic, and ethical aspects. (3.1) 7. Collect and interpret data to raise awareness and inform opinions on relevant professional and societal challenges within the field of communication. (3.2) 8. Accurately communicate relevant topics, ideas, and results within CIS according to academic standards to academic and professional audiences. (4.1)	Assignment 1: Literature review report (during the reading week) on a societal topic and a method of analysis (40% of the final grade) Assignment 2 (during the exam period): research portfolio that reflects on one of the introduced topics, develops research questions and employs (or cross-fertilizes) methods to analyze data; Assignment 1 can be meaningfully incorporated in Assignment 2 (60% of the final grade) Please note that in order for student to successfully

		9. Develop and apply appropriate transferable learning skills, such as self-initiative and self-awareness, time-management, and the identification of (future) learning needs and opportunities for life-long learning. (5.1)	pass the course, both Assignments should get a <5.5/10 grade
Literacy in Society		1. Describe current theories and methods of research into the nature, functions and development of literacy. (1.1) 2. Analyze and evaluate discourse and (the development of) communication skills in education and professional contexts. (2.1) 3. Evaluate concepts, ideas, and exploratory data, identify and analyse complex (societal) problems and issues in relation to literacy. (2.2)	- Group Presentation + Appendices (50% of the final grade) - Individual Written Report (50% of the final grade)

		4. Design and conduct research projects of limited scope, applying appropriate theories and methods of research into the nature, functions and development of literacy according to academic and professional standards, with limited supervision. (2.4) 5. Plan and carry out individual and team projects within the field of communication in a professional way, for instance by collaborating, managing time, giving peer feedback, and critically reflecting on the outcomes. (2.5) 6. Collect and interpret exploratory data and knowledge to take a stance in the societal debates about the importance of communication skills and the decline of literacy skills hindering optimal communication. (3.2) 7. Accurately communicate relevant topics, ideas, and results in relation to literacy according to academic standards to academic and professional audiences. (4.1) 8. Develop and apply appropriate transferable learning skills, such as self-initiative and self-awareness, time-management, and the identification of (future) learning needs and opportunities for life-long learning. (5.1)	
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CIS Bachelor Thesis and Research Seminar		1. Analyze and appraise communication in its various forms and contexts by sustaining arguments and using relevant knowledge, skills, theories and methods. (2.1) 2. Evaluate concepts, ideas, and data, identify and analyse complex (societal) problems and issues, and propose solutions. (2.2) 3. Select and apply appropriate qualitative and quantitative research methods to new data in the field of communication. (2.3) 4. Design and conduct research projects of limited scope, applying appropriate theories and methodologies according to academic and professional standards, with limited supervision. (2.4) 5. Apply relevant literacy skills and resources for data collection, analysis, and problem solving within the field of communication. (2.6) 6. Critically assess research methods, data, outcomes and implications within communication and information studies, taking into account relevant social, academic, and ethical aspects. (3.1) 7. Collect and interpret data to inform opinions on relevant professional and societal challenges within the field of communication. (3.2)	Bachelor Thesis (100%)
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		8. Accurately communicate relevant topics, ideas, and results within CIS according to academic standards to academic and professional audiences. (4.1) 9. Develop and apply appropriate transferable learning skills, such as self-initiative and self-awareness, time-management, and the identification of (future) learning needs and opportunities for life-long learning. (5.1)	
CIS Case Study		1. relate relevant CIS theories and concepts in the analysis of empirical data (2.3). 2. prepare and perform small-scaled research projects independently (2.4). 3. apply the acquired research skills in other, professional contexts, in which it is required to take responsibility, show initiative, plan and manage projects, demonstrate leadership and work under time pressure (2.5). 4. evaluate CIS research results for their practical implications (3.1); CIS Case Study aims at preparing for and orienting towards the CIS career profiles of the BA program, the communication consultant in particular. 5. apply cognitive and practical skills to identify and analyze complex problems and issues (3.2) 6. apply strategies to prepare and perform oral and written presentations efficient and professional, individual and in teams (4.2)	Four written assignments

		7. apply the appropriate learning skills and strategies to independently identify and fill specific knowledge gaps and stay up-to-date with current developments in the CIS domain (5.1).	
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Appendix 3A. Schematic overview of time periods intended for assessment, modes of assessment used

Year 1, semester 1		Semester 1A		Semester 1B			(Semester 2A)
Course title	Code	Week 36-42 Lecture weeks L1-L7	Week 43-44 Examinations 1A	Week 45-51 Lecture weeks L1-L7	Week 02 Resits 1A	Week 03-04 Examinations 1B	Week 13 Resits 1B
Materiality of Communication		Digital exam in week 5 (30%)		Written Group Assignment in Week 10 (30%)	Resit Exam	Written Group Assignment in Week 15 (1st week of exam break, 40%)	Resit Group Assignments
Changing Minds: Persuasion and Argumentation		Portfolio of assignments A (Pass/Fail)		Portfolio of assignments B (Pass/Fail)	Resit Portfolio A	Exam (100% of the grade)	Resit Portfolio B, Exam
Essential Skills for Academics		Weekly assignments	Portfolio of weekly assignments (100%)		Resit Portfolio		
Intercultural Communication				Weekly assignments		Portfolio of weekly assignments (100%)	Resit Portfolio
Year 1 semester 2		Semester 2A		Semester 2B			

Course title		Week 06-12 Lecture weeks L1-L7	Week 14-15 Examinations 2A	Week 16-23 Lecture weeks L1-L8	Week 24-25 Examinations 2B	Week 26 Resits 2A	Week 27 Resits 2B
Observing Communication in the Wild: Qualitative Methods			Oral assignment (15%)		Written Exam (85%)	Resit Oral Assignment	Resit Written Exam
Text and Cognition			Exam (100%)			Resit Exam	
Language in Interaction				Formative assignments	Final group project (100%)		Resit Group Project
<i>FWC Humane AI & Digital Society Year 1</i>					Digital Exam (100%)		Resit Exam

<i>FWC Stories We Live By Year 1</i>					Digital Exam (100%)		Resit Exam
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Year 2 semester 1		Semester 1A		Semester 1B			(Semester 2A)
Course title	Code	Week 36-42 Lecture weeks L1-L7	Week 43-44 Examinations 1A	Week 45-51 Lecture weeks L1-L7	Week 03 Resits 1A	Week 04-05 Examinations 1B	Week 13 Resits 1B
Corporate and Workplace Communication		Portfolio of group assignments (Pass/Fail) Individual presentation / slide deck			Resit Portfolio // resit presentation / slide deck	Recommendation report	Resit Recommendation Report
Analysing Communication: Quantitative Approaches		Weekly assignments (Pass/Fail)		Poster (Pass/Fail)	Resit assignments	Exam (100%)	Resit Exam/poster
Social Media Discourses and Affordances		Analysis of a social media app (group) (25%)			Resit Analysis, Design and Communication		

		Social media post design (group) (35%) Analysis of social media communication (individual) (40%)					
Statistics		Weekly assignments	Exam - multiple choice and open-ended (100% of final grade)		Resit Exam		
Year 2 semester 2		Semester 2A		Semester 2B			
Course title	Code	Week 06-12 Lecture weeks L1-L7	Week 14-15 Examinations 2A	Week 16-23 Lecture weeks L1-L8	Week 24-25 Examinations 2B	Week 26 Resits 2A	Week 27 Resits 2B
Design and Evaluation			Video Presentation + Appendices (50%)		Written Report (50%)	Resit Video Presentation + Appendices	Resit Written Report
Health Communication		Portfolio of assignments: Five outputs produced	Exam - OQ (100% of the grade)			Resit Portfolio & Exam	

		during the seminars Pass/Fail					
Language in Context		Bi-weekly formative individual assignments Bi-weekly summative group (2-3 students) assignments pass/fail	Exam - open-book Essay questions (100%)			Resit group assignments & Exam	
<i>FWC Global Change Year 2/3</i>					Project-based Portfolio (100%)		Resit Portfolio
<i>FWC Stories We Live By Year 2/3</i>					Project-based Portfolio (100%)		Resit Portfolio
<i>FWC Humane AI & Digital Society Year 2/3</i>					Project-based Portfolio (100%)		Resit Portfolio

<i>FWC Cultural Heritage Year 2/3</i>					Project-based Portfolio (100%)		Resit Portfolio
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Year 3 semester 1		Semester 2A		Semester 2B			
Course title	Code	Week 36-42 Lecture weeks L1-L7	Week 43-44 Examinations 1A	Week 45-51 Lecture weeks L1-L7	Week 02 Resits 1A	Week 03-04 Examinations 1B	Week 13 Resits 1B
Minor		various	Various	various	various	various	various

Year 3 semester 2		Semester 2A		Semester 2B			
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Course title	Code	Week 06-12 Lecture weeks L1-L7	Week 14-15 Examinations 2A	Week 16-23 Lecture weeks L1-L8	Week 24-25 Examinations 2B	Week 26 Resits 2A	Week 27 Resits 2B
Communication and Societal Change		Literature review (40%)	Research portfolio (60%)			Resits Literature review & Portfolio	
Literacy in Society				Group presentation Individual assignment			Resit presentation & assignment
CIS Bachelor Thesis and Research Seminar			Research proposal		BA Thesis		
CIS Case Study		Assignment 1, individual, essay (10%)	Assignment 2, group, paper (25%)	Assignment 3, group, advice report and presentation (25%)	Assignment 4, individual, text (40%)		

Appendix 4A. Overview language of courses in year 1, 2 and 3 of the programme

Year 1 semester 1		Year 1 semester 2	
Materiality of Communication	ENG	Observing Communication in the Wild: Qualitative Methods	ENG
Changing Minds: Persuasion and Argumentation	ENG	Text and Cognition	ENG DUTCH
Essential Skills for Academics	ENG DUTCH	Language in Interaction	ENG DUTCH
Intercultural Communication	ENG	<i>FWC Humane AI & Digital Society Year 1</i>	ENG
		<i>FWC Stories We Live By Year 1</i>	ENG

Year 2 semester 1		Year 2 semester 2	
Corporate and Workplace Communication	ENG	Design and Evaluation	ENG DUTCH

Analysing Communication: Quantitative Approaches	ENG	Health Communication	ENG
Social Media Discourses and Affordances	ENG	Language in Context	ENG
Statistics	ENG	<i>FWC Global Change Year 2/3</i>	ENG DUTCH
		<i>FWC Stories We Live By Year 2/3</i>	ENG DUTCH
		<i>FWC Humane AI & Digital Society Year 2/3</i>	ENG DUTCH
		<i>FWC Cultural Heritage Year 2/3</i>	ENG DUTCH

Year 3 semester 1		Year 3 semester 2	
Minor	Language depends on chosen minor	Communication and Societal Change	ENG
		Literacy in Society	ENG DUTCH

		CIS Bachelor Thesis and Research Seminar	ENG DUTCH
		CIS Case Study	ENG DUTCH

