



Academic year 2026/2027

Assessment plan

Bachelor English Language and Culture



1 /	Vision of teaching and assessment Our educational vision and practice in which the onus for students' learning lies with the students themselves translates into some principles for student assessment. Not only do we assess whether students have met the intended learning outcomes at the end of each individual course unit (summative assessment), we also use assessment to offer students the opportunity to reflect on their learning and adjust or improve on the basis of feedback (formative assessment). English language skills at near-native level (CEFR C1/C2) are a key learning outcome of our programme, something that distinguishes us from degree programmes in simply literature or linguistics. The programme team has decided on a policy of having language proficiency be a part of most assessment; inadequate language skills may result in a fail even if other learning outcomes of the course have been met.
2 /	How to follow the assessment cycle (from design to evaluation and optimization) We aim for a high level of transparency about our assessment towards our students. All course outlines contain information about the forms of assessment, deadlines, calculation of marks, and repair trajectories. For courses that are assessed by an exam, students have access to a specimen paper, which is also discussed in one of the teaching sessions. In many cases, the same goes for essay-based assessment. Assessment criteria are also transparent. Assessment criteria are available on the digital learning environment, Brightspace. Two of the sections, Modern Literature and Older Language and Literature, moreover, have standard sets of descriptors that are used for essay marking. (The greater variety of essay types used in the Linguistics section means that although there is overlap in assessment criteria between courses, there is no complete uniformity.)
3 /	a. 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. e. an evaluation form completed by the examiner, containing information about the assessment process. b. Parties involved
	For fulfilling the tasks related to the assessment dossier, the following parties are responsible: course coordinators

4 /	Assessment timetable								
	<table><tr><td>Overview of learning outcomes of the degree program + matrix</td><td>Appendix 1</td></tr><tr><td>Schematic overview of time periods intended for assessment, modes of assessment used</td><td>Appendix 2</td></tr><tr><td>Overview of the intended learning outcomes of the course units and their modes of assessment</td><td>Appendix 3</td></tr><tr><td>Additional regulations for the graduation dossier (BA thesis evaluation forms)</td><td>Appendix 4</td></tr></table>	Overview of learning outcomes of the degree program + matrix	Appendix 1	Schematic overview of time periods intended for assessment, modes of assessment used	Appendix 2	Overview of the intended learning outcomes of the course units and their modes of assessment	Appendix 3	Additional regulations for the graduation dossier (BA thesis evaluation forms)	Appendix 4
Overview of learning outcomes of the degree program + matrix	Appendix 1								
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The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendix 1), form the guiding principles. All course units together fulfil a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments

The final qualification matrix (Appendix 1) lists the subjects in which summative assessment takes place and distinguishes between a) course units that lead to the final level described in the final qualifications through assessment and b) course units in which assessment takes place at the final level (in the latter case, the learning outcomes of the course unit therefore coincide with the final qualifications). This distinction is reflected in the marking:

“x”, i.e. with underlining, is used for summative assessment at the final level;



“x” for summative assessment at a lower performance level; “fx” voor formatieve¹ evaluatie op een lager prestatieniveau.

Parallel to the curriculum, the assessment programme (Appendix 2) provides a balanced, structured overview of assessment types and assessment periods. Course components within a learning pathway may be given the same visual marking in the overview.

In order to gain insight at programme level into whether the chosen assessment methods are in line with the learning outcomes of courses and form a balanced mix in the lead-up to the final qualifications, all intended learning outcomes of the study components are related to the assessment methods (Appendix 3).

Since specific regulations may apply to parts of the graduation dossier (e.g. the dissertation), these regulations are included 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.

6 /

Archiving

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

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.

¹ Formative assessment involves the process of searching for, aggregating and interpreting information that students and teachers can then use to determine where students are in their learning process, what they need to work towards and how to do so most effectively (loosely based on 'Toetsen in het hoger onderwijs' [Assessment in higher education] (2017)).



	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.
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8. Language of teaching and assessment

All courses offered in the BA English programme (see the table under *Bijlage 2*, below) are entirely taught in English and tested in English.

Appendix 1. Overview of learning outcomes of the degree program

The learning outcomes of the degree programme are:

Description of the Bachelor's level in accordance with the Dublin descriptors	Learning outcomes of the programme. Bachelor's graduates will:
1. 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.	1. Understand a range of literary, linguistic and cultural theories as they are used in the study of English language, literature and culture. 2. Have knowledge of diversity in the English language, including social and geographical variation, as well as diachronic variation from the medieval era to the present. 3. Have knowledge of key authors and a broad range of diverse literary texts in a variety of genres written in the Anglophone world from c. 700 CE to the present. 4. Explain the relationship between socio-cultural contexts and the language and texts produced in them.
2. 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 have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.	1. Evaluate and critically use information from a variety of up-to-date, academically relevant secondary sources including standard reference works in English language or literature. 2. Identify, present and — using appropriate research methods and tools — tackle problems in English studies. 3. Demonstrate an ability for abstract and analytical thinking. 4. Have the capacity to generate independent or creative ideas. 5. Have knowledge of one or two overarching themes within the humanities, and can explain the consequences of these themes for the knowledge domain of the BA English.

3. Making judgements 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.	1. Articulate and justify a standpoint based on the collection and synthesis of relevant information. 2. Process information relevant to social issues in the Anglophone world. 3. Identify and fill knowledge gaps related to English language, literature and culture.
4. Communication Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	1. Communicate in English flexibly and effectively in oral and written forms at a near-native level (C1/C2). 2. Produce clear, well-structured, detailed text on complex subjects from the disciplines of English studies to academic and different audiences. 3. Interact with others in a cooperative and constructive manner (with awareness of differing cultural backgrounds).
5. Learning skills Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	1. Connect knowledge and understanding from across the modules of the degree programme. 2. Adhere to the parameters of a task, direct their own learning process and assess their own knowledge. 3. Work effectively and organize their own work, individually or as part of a group. 4. Use and evaluate appropriate technology-aided methods to solve a given problem, including the use of standard electronic resources in English studies.

Appendix 2. matrix learning outcomes and their assessment in courses

Appendix 3. Schematic representation of assessment programme

Year 1 Semester 1		
Module	Code	Learning outcomes
Understanding English Literatures: Texts and Contexts	LEL012P10	Upon successful completion of this course, students are able to: 1. come to carefully argued conclusions about a literary text through the use of close reading, applying appropriate literary terminology (2.3; 3.1) 2. analyze texts through an understanding of the characteristics of a variety of genres (1.3; 5.2) 3. incorporate social/political context into the interpretation of literary works (1.4; 3.2)
English Linguistics 1: Structures and Social Contexts	LET012P10	Upon successful completion of this course, students are able to: 1. understand and apply key concepts in English phonology, morphology, and syntax (1.1, 2.3); 2. give a theoretically informed interpretation of the correlation of linguistic variation with regional, social and/or diachronic factors (1.2, 2.3).
Professional English 1: Fundamentals of Academic Writing and Speaking	LEV014P10	Upon successful completion of this course, students are able to: 1. structure an argument with a strong thesis at a paragraph and essay level (4.2) 2. write coherent, well-structured paragraphs and essays in English, in an academic style, in accordance with CEFR level B2 (4.1) 3. discuss and present on topics related to English language and literature, in an academic style (5.2) 4. use academic sources to support their argument (2.1, 3.1) 5. apply the appropriate style template (5.4)

Year 1 Semester 2		
Module	Code	Learning outcomes
Love and Loyalty in Medieval English Literatures	LEO008P10	Upon successful completion of this course, students are able to: - analyse pre-modern English texts in their respective cultural contexts (1.3, 1.4, 2.1) - place these works in the history of English literature as a whole (1.4, 2.1, 3.1) - discuss the relevance of genre in literary interpretation (2.1) - express their knowledge and understanding clearly in writing (4.1, 4.2)
Professional English 2: Building Argumentative Structures	LEV015P10	Upon successful completion of this course, students are able to: 1. understand, describe, synthesise, and critically evaluate argumentation and (empirical) evidence from assigned course readings as well as independently gathered sources (2.1, 3.2, 5.2) 2. develop complex written and oral argumentation based on assigned course readings, presenting a clear position, logical reasoning, and specific (empirical) evidence, in an academic style, at CEFR level C1. (2.1, 3.1, 4.1, 4.2) 3. participate in peer discussions on complex topics, demonstrating analytical rigour, thoughtful engagement, collaborative problem-solving and respect for a diversity of opinions. (2.1, 3.1, 4.3, 5.2, 5.3)
Stories We Live By	LFW001P10	Upon successful completion of this course, students are able to: 1. Gain foundational insights into concepts regarding real-world problems and challenges within the theme Stories we live by (2.5) 2. Be able to identify key concepts and trends and be able to contextualize them in relation to the theme: Stories we live by (2.5) 3. Critically assess different perspectives, theories, and sources of information in the theme: Stories we live by (2.5)

		4. Employ critical reading skills to grasp, summarize, and reflect on arguments presented in academic texts and in the media. (2.5) 5. Recognize the role of interdisciplinary approaches to tackle complex problems in an informed and coherent manner. (2.5)
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Year 2 Semester 1		
Module	Code	Learning outcomes
Transformations: English Literatures from the Early Modern to the Digital Age	LEL035B10	Upon successful completion of this course, students are able to: 1. analyse texts written in various genres (e.g., poetry, drama) [1.3, 3.1] 2. explain the relevance of knowledge of different socio-historical backgrounds to the understanding of modern English literary texts [1.4, 2.3]; 3. assess literary works in an independent manner [3.1, 5.3]. 5. identify and employ standard academic resources in support of their reading and research [2.1, 5.3]; 6. communicate effectively in written English in an academic register [4.1].
English Linguistics 2: Cognitive Structures and Language Development	LET033B10	Upon successful completion of this course, students are able to: 1. Understand and apply introductory key concepts in the English lexicon, semantics, and pragmatics (1.1, 2.3) 2. Understand the link between language (development) and language representation in the mind, based on relevant sources (2.3, 3.1) 3. Identify and select appropriate research methods and tools to study in their formulation of an innovative and small-scale research proposal in the domain of English language development that fills a knowledge gap (2.2, 2.4, 3.3)
Identities and Ideologies from Medieval to Modern	LEX005B10	Upon successful completion of this course, students are able to: 1. Understand a variety of approaches from linguistics and literary studies in relation to important social questions and with a particular application to medieval literature (1.1, 1.2, 1.4) 2. Apply key concepts in linguistic and literary approaches to identity and ideology in English-speaking contexts in an integrated way to medieval to modern texts (2.3)

		- Critically reflect on the relevance of gender and race as central social formations in understanding cultural and communicative practices from medieval to contemporary (1.4, 3.2, 5.1) - Connect knowledge across medieval and modern literature and linguistics by developing and presenting well-structured, coherent, and evidence-based arguments in appropriate academic formats and registers (5.1) - Express themselves clearly in academic English (4.1)

Year 2 (and Year 3) Semester 2		
Module	Code	Learning outcomes
The Victorian Age: Progress and Anxiety	LELO20B05	Upon successful completion of this course, students are able to: - Identify and eventually demonstrate familiarity with central issues related to authors and literary texts of the Victorian period (1.3; 2.4) - Explain and apply critical approaches to literature and other cultural products and phenomena (2.2; 2.4) - Engage in informed discussions and arguments about Victorian literature and culture, both in speech and writing (2.2; 2.4; 3.2; 4.1; 5.3)
Legacies of the Enlightenment	LELO21B05	Upon successful completion of this course, students are able to: - demonstrate familiarity with English-language texts associated with the Enlightenment, and of the cultural contexts in which these texts were composed, published and consumed (1.4) - generate ideas relating to the Enlightenment, seek out information from appropriate sources to test / refine / substantiate those ideas, and engage in abstract and analytical thought (2.3; 3.1) - synthesise complex ideas in their historical development and analyse texts of different literary genres (1.4; 3.1) - communicate research questions and findings in advanced academic English, in both speech and writing (4.1)
Strangers: The Alien World of Early Modern	LELO36B05	Upon successful completion of this course, students are able to: explain the interplay between the socio-cultural background of Early Modern England and the writing of the period (1.4)

Literature		2. analyse works by a selection of early modern authors in the light of recent scholarship (1.3, 2.1) 3. justify an independent point of view about questions debated in early modern literature (2.1, 3.1) 4. communicate effectively in English within the specified academic norms of written tasks (4.1, 5.2)
World Literatures in English	LEL019B05	Upon successful completion of this course, students are able to: - analyze the cultural contexts of a wide variety of texts (1.4) - apply a range of theoretical concepts to texts (2.2; 1.3) - make connections between works across a wide spectrum of contexts and periods (1.2) - produce independent critical pieces theory applied to new texts within a limited time (4.2; 5.2) - identify new areas for research and construct original, convincing arguments using a theoretical framework and from a range of sources (2.4)
Perspectives: Literary Theories	LEL037B05	Upon successful completion of this course, students are able to: - Demonstrate knowledge of major schools, critics and/or paradigmatic texts of literary theory (1.1; 2.3) - Evaluate the historical and philosophical foundations of select literary theories and their response to historical, cultural, political, social or intellectual shifts (1.4, 3.1) - Integrate theoretical approaches into literary analyses (4.2; 5.3) - Produce scholarly work that reflects an engagement with theoretical discourse and critical method (4.2)
Flux: Literature in the Long Twentieth Century	LEL038B05	Upon successful completion of this course, students are able to: - Demonstrate knowledge of a range of literary works from across the twentieth century (1.3); - Demonstrate knowledge of the historical, cultural, and/or literary contexts of that century (1.4); - Apply scholarship on twentieth-century literature to individual literary works (2.3; 3.1); - Construct an independent argument about a set of twentieth-century texts and the significant links between them using the knowledge gained (2.3; 2.4; 3.1; 3.2).
King Arthur, Romance, and Empire	LEO009B05	Upon successful completion of this course, students are able to: - demonstrate knowledge of key authors (Geoffrey of Monmouth, Thomas Malory, the Gawain poet) and a range of Arthurian romances and chronicles written in the medieval period (1.3) - understand and analyse the texts in terms of themes of gender and power, and in relation to the aristocratic and bourgeois cultural contexts in which they were composed and received in medieval England (1.4, 2.1) - formulate an argument and generate new ideas and analytical thinking in relation to medieval Arthurian literature (2.3, 2.4, 3.1, 4.2, 5.3)

Women's Voices in Medieval Literature	LEO023B05	Upon successful completion of this course, students are able to: 1. Demonstrate knowledge of key texts and authors from medieval England (1.3) 2. Demonstrate knowledge of the secular, religious and political cultural contexts in which women's voices were recorded in medieval England (1.4) 3. Generate abstract, analytical thinking as well as new ideas in relation to medieval women's writing and texts about women (2.3, 2.4) 4. Justify a standpoint or decision based on a collection and synthesis of medieval literary and historical information as well as secondary sources (3.1, 3.3) 5. Express their knowledge and understanding clearly in oral and written forms (4.1) 6. Work effectively and autonomously on topics related to women and medieval literature (5.3)
Controversy and Dispute in Medieval English Literature	LEO021B05	Upon successful completion of this course, students are able to: Students will have sufficient knowledge and understanding of various literary traditions and their development in Medieval England (1.3, 1.4) in order to: 1. contextualise the texts under investigation (2.1, 2.3) 2. evaluate a range of primary and secondary sources critically and systematically. (3.1, 5.2) 3. be able to conduct research on a topic related to controversies and disputes in the Middle Ages. (4.1, 5.3)
Pirates and Poets: Viking Encounters	LEO014B05	Upon successful completion of this course, students are able to: 1. evaluate selected Old English, Old Norse and early Irish texts that reflect a wide range of Viking encounters and their consequences in Northwest Europe (1.3, 1.4) 2. gather and interpret relevant data to inform judgements that include critical reflections on relevant social and cultural issues in Viking Scandinavia and on the British Isles (2.1, 2.3, 3.1, 5.2) 3. conduct research on a topic related to the course and present their findings in a well-structured joint presentation (2.1, 3.1, 4.3, 5.3) 4. express their knowledge and understanding clearly in oral and written forms. The level of their English is that of an educated near-native speaker (C1) (4.1)
English		Upon successful completion of this course, students are able to: 1. explain and apply key theories of communication and conversation analysis to understand how meaning is collaboratively constructed in real-time interaction (1.1)

Linguistics: Language in Interaction	LET028B05	- critically analyze a range of interactions to identify the underlying rules and structures that guide communication (2.2, 2.3) - evaluate and explain how different interactional contexts and media shape language use and influence understanding (1.2, 3.1) - conduct a small-scale study (including transcribing a conversation in accordance with CA standards) and report on it in written and oral form (4.2, 5.3)
English Linguistics: First Language Acquisition	LET041B05	Upon successful completion of this course, students are able to: 1. Understand and apply basic concepts, theories and methods in the first language acquisition of syntax, semantics and pragmatics. (1.1, 2.3) 2. Independently search the literature on specific themes in first language acquisition and critically select, process and analyze information from these sources. (1.1, 2.3) 3. Independently develop linguistic argumentation for a research proposal on a topic in first language acquisition (including background literature, the rationale, research question and hypothesis, and approach). (1.1, 2.2, 2.3, 2.4, 3.1) 4. Participate in academic debate with peers and discuss topics in language development convincingly, both orally and in writing, using their own insights and critically evaluate those of others. (1.1, 4.3)
English Linguistics: Sociolinguistics Laboratory	LET034B05	Upon successful completion of this course, students are able to: 1. analyse and interpret linguistic data and report on the analysis and interpretation in speech and writing (1.1, 1.4, 2.2, 2.3, 3.1, 4.2, 5.4) 2. process and synthesise theoretical-linguistic background literature relevant to variation in English, with different audiences in mind (1.1, 1.4, 4.2) 3. use a range of standard tools for the analysis of language variation (5.4) 4. independently and cooperatively set up and execute a study of language variation in English (2.2)
English Linguistics: Learning and Teaching English	LET035B05	Upon successful completion of this course, students are able to: 1. display knowledge of topics in the realm of Learning and Teaching English and relevant research methods (1.1) 2. determine the type of research method best suited for a given research question in the field (2.2, 2.3) 3. choose an appropriate research paradigm in a relevant area of educational research and be able to justify your choice (2.4, 3.1) 4. plan a research study aimed at tackling a relevant question in the field of Learning and Teaching English (5.3)

		5. report on the results in oral and written form (3.1, 4.2)
English Linguistics: The Language of Hip-Hop	LET032B05	Upon successful completion of this course, students are able to: 1) demonstrate a basic knowledge of the role that language plays within hip-hop culture and music (1.1, 1.4, 3.2) 2) critically examine the role of African-American English and Hip-Hop Nation Language in contemporary society (2.4, 3.2) 3) discuss (socio)linguistic approaches to hip-hop culture, discourse analytical approaches to rap, and phonological approaches to hip-hop musicology (1.1, 4.2) 4) perform and report on a thorough (literary) analysis of rap songs' content and form using linguistic theory and methodology (2.1, 3.1)
Professional English 3: Popular Contexts	LEV022B05	Upon successful completion of this course, students are able to: 1. work effectively as an editorial team (4.3, 5.3) 2. as a team, generate a series of creative writing pieces following professional non-academic non-fiction writing standards and genre-specific conventions (4.1, 4.3, 5.3) 3. use their academic language skills to generate non-academic writing (4.1, 5.2)
	FWC BA2/3 Theme 1-4	Upon successful completion of this course, students are able to: 1. Build inter and transdisciplinary connections, integrating methodologies and concepts from various fields to approach complex, real-world problems (2.5). 2. Apply acquired methods and tools to analyze data, draw conclusions, and solve real world problems that have a clear societal relevance (2.5). 3. Evaluate the strengths and weaknesses of different approaches or solutions to academic or real world problems (2.5). 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 discussions and debates, presenting well-supported arguments (2.5). 5. Be able to design small-scale studies, cases or research projects based on acquired knowledge and skills (2.5).
Year 3 Semester 1		

Module	Code	Learning outcomes
Minor / <i>vrije ruimte</i>	Variable	

Year 3 Semester 2		
Module	Code	Learning outcomes
Group A	Variable	
Profiling English Language and Culture: Portfolio or BA Thesis	LEX004B10	Upon successful completion of this course, students are able to: 1. reflect on their subject-specific knowledge and skills (5.1, 5.2) 2. design and execute a research project in the area of English Language and Culture (1.1, 2.4, 5.3) 3. engage with existing scholarship in the area of English Language and Culture, providing a structured overview of relevant fields, evaluating competing claims, and identifying research gaps (2.1, 3.1, 3.3) 4. communicate research effectively in written academic English, demonstrating CEFR level C1/C2 proficiency and adhering to conventions relevant to the specific genre (4.1, 4.2)
Group B	Variable	
See courses under Year 2, Semester 2		

Naast Profiling English Language and Culture: Portfolio or BA Thesis, kiezen studenten in semester 2 per blok twee majorvakken.

Year 1 Semester 1			
Module	Code	Assessment methods	Language
Understanding English Literatures: Texts and Contexts	LEL012P10	written assignments, digital exam	English

English Linguistics: Structures and Social Contexts	LET012P10	digital exam	English
Professional English 1: Fundamentals of Academic Writing and Speaking	LEV014P10	digital exam, oral exam, written assignment	English

Year 1 Semester 2			
Module	Code	Assessment methods	Language
Love and Loyalty in Medieval English Literatures	LEO008P10	digital exam, essay	English
Professional English 2: Building Argumentative Structures	LEV015P10	written exam, oral exam, digital exam	English
Stories We Live By	LFW002P10	digital exam	English

Year 2 Semester 1			
Module	Code	Assessment methods	Language
Transformations: English Literatures from the Early Modern to the Digital Age	LEL035B10	digital exam, written assignment	English
English Linguistics 2: Cognitive Structures and Language Development	LET033B10	digital exam, research proposal	English
Identities and Ideologies from Medieval to Modern	LEX005B10	digital exam, individual presentation, written assignment	English

Year 2 Semester 2			
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Module	Code	Assessment methods	Language
The Victorian Age: Progress and Anxiety	LEL020B05	written assignment, individual presentation	English
Legacies of the Enlightenment	LEL021B05	written assignment, presentation	English
Strangers: The Alien World of Early Modern Literature	LEL036B05	written assignments, digital exam	English
World Literatures in English	LEL019B05	online exam (at home)	English
Perspectives: Literary Theories	LEL037B05	digital exam, essay	English
King Arthur, Romance, and Empire	LEO009B05	essay, written exam	English
Women's Voices in Medieval Literature	LEO023B05	digital exam, written assignment	English
Controversy and Dispute in Medieval English Literature	LEO021B05	written assignment, written exam	English
Pirates and Poets: Viking Encounters	LEO014B05	digital exam, presentation	English
English Linguistics: Language in Interaction	LET028B05	Individual presentation, written assignment	English
English Linguistics: First Language Acquisition	LET041B05	group presentation, digital exam	English
English Linguistics: Sociolinguistics Laboratory	LET034B05	written assignment, poster presentation	English
English Linguistics: Learning and Teaching English	LET035B05	quiz, written assignment, poster presentation	English
English Linguistics: The Language of Hip-Hop	LET032B05	written assignment	English
Professional English 3: Popular Contexts	LEV022B05	portfolio	English
Choice of FWC BA2/3	FWC	project-based portfolio	English

Year 3 Semester 1			
Module	Code	Assessment methods	Language
Minor / vrije ruimte	Variable		English

Year 3 Semester 2			
Module	Code	Assessment methods	Language
Keuzegroep A			
Profiling English Language and Culture: Portfolio or BA Thesis	LEX004B10	thesis or portfolio	English
Keuzegroep B	Variable		
See electives under Year 2, Semester 2			