



**rijksuniversiteit  
groningen**

Faculty of Arts

Teaching and Examination Regulations (OER)

**Part B – Master’s degree programme in**

**Linguistics**  
**CROHO 60815**

**Master’s tracks**

- **European Linguistics**
- **Neurolinguistics**
- **Applied Linguistics – TEFL**
- **Multilingualism**

**for academic year 2017-2018**

**Content:**

- 1. General provisions**
- 2. Admission**
- 3. Content and structure of the degree programme**
- 4. Tests and examinations of the degree programme**

## **Section 1 General provisions**

### **Article 1.1 – Applicability**

These Teaching and Examination Regulations comprise a Part A and a Part B. This degree programme-specific Part B supplements Part A, which contains general stipulations for the teaching and examinations of the Master's degree programmes taught at the Faculty of Arts, hereinafter referred to as **the Faculty**. Part B contains stipulations that specifically concern the Master's degree programme in **Linguistics**.

## **Section 2 Admission**

### **Article 2.1 – Entry requirements**

1. Students with a Dutch or foreign certificate of higher education at Bachelor's level that indicates that they have satisfied the following admission criteria will be admitted to the degree programme:
  - a) knowledge and understanding of and subject-specific skills concerning
    - Linguistics
    - Frisian Language and Culture/ Minorities & Multilingualism
    - Dutch Language and Culture or
    - Language and Culture of a modern foreign language.
2. Holders of a certificate from the Bachelor's degree programme in Linguistics, Frisian Language and Culture/ Minorities & Multilingualism, Dutch Language and Culture or a foreign language from the University of Groningen or from another Dutch university are assumed to have the knowledge, understanding and skills listed in Article 2.1.1 and will be admitted to the degree programme on that basis.
3. The Admissions Board is responsible for assessing whether students without a Bachelor's degree are admissible on the basis of sufficient knowledge, understanding and skills at the level of a Bachelor's degree.

### **Article 2.2 – Language requirements for students with foreign qualifications**

1. Students who have been admitted to a degree programme on the basis of a foreign certificate or degree may be required by the Board of Examiners – before registration – to pass a Dutch or English language test, depending on the language of the chosen master's track, to be administered by an agency stipulated by the Board.
2. The Dutch language proficiency requirement can be met by passing the State Examination in Dutch as a Second Language (NT2, programma II).
3. The English language proficiency requirement can be met by passing an examination in English at the level of the VWO (pre-university) final examination or passing the TOEFL iBT with a score of at least 100, with a minimum score of 25 for writing, or an IELTS score of 7 with a minimum score of 6.5 on each individual component.

### **Article 2.3 – Admission to Master's tracks**

In addition to the provisions of Article 2.1, the following admission requirements apply to the various Master's tracks in this degree programme:

- **Master's track Neurolinguistics**  
Students with a degree other than a BA in Linguistics: having successfully completed the course units Syntax I, Semantics I, Phonology I, Aphasiology II, Dyslexia II, Developmental Language Disorders II, Psycholinguistics II, Statistics I of the BA in Linguistics or course units with equivalent content offered by a different Dutch university.

- Master's track Applied Linguistics - TEFL having completed the Minor in Applied Linguistics provided by the University of Groningen or course units with equivalent content offered by a different Dutch university

### Section 3 Content and structure of the degree programme

#### Article 3.1 – Student workload

1. The student workload of the degree programme is 60 ECTS.
2. The student workload is expressed in whole ECTS credit points.

#### Article 3.2 – Learning outcomes of the degree programme

##### General learning outcomes of the Master's degree programme in Linguistics

<b>The Master's degree level in line with the Dublin Descriptors</b>	<b>Learning outcomes for the Master's degree programme in Linguistics</b>
<p><b>1. Knowledge and understanding</b></p> <p>Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds the level reached in the Bachelor's phase and are able to use specialist literature that requires knowledge of the latest developments in the field.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <p>1.1 specialist knowledge and understanding of concepts and theories in the field of linguistics.</p> <p>1.2 the ability to make connections between theory/analysis and empiricism in the field of linguistics.</p> <p>1.3 knowledge of the most recent developments in the field of linguistic theories.</p> <p>1.4 experience with the methods and techniques used to conduct research in the field of (applied) linguistics.</p> <p>1.5 the ability to independently develop new ideas for research in the field of (applied) linguistics.</p> <p>1.6 specialist knowledge of interactions between linguistics and other disciplines.</p>
<p><b>2. Applying knowledge and understanding:</b></p> <p>Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <p>2.1 the ability to combine information from different sources and sub-disciplines and distil relevant problems and questions in the field of (applied) linguistics from this information.</p> <p>2.2 the ability to identify social issues and problems in the field of linguistics, especially in relation to politics, language teaching, healthcare or civil society organizations, and to generate descriptions, hypotheses and methods for research based on this.</p>

	2.3 the ability to conduct independent research in one of the sub-disciplines of linguistics.
<p><b>3. Making judgements</b></p> <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <p>3.1 the ability to understand multiple views of a certain linguistic phenomenon and to compare these views with each other.</p> <p>3.2 the ability to understand the nature and function of linguistics research and of the relationship between the various sub-disciplines.</p> <p>3.3 the ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used.</p>
<p><b>4. Communication</b></p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <p>4.1 the ability to report orally and in writing on ideas and research in the field of (applied) linguistics.</p> <p>4.2 the ability to report on supervised own research in the field of (applied) linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audio-visual and IT aids.</p>
<p><b>5. Learning skills</b></p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <p>5.1 the ability to study independently with an eye to further academic development upon completion of the degree programme.</p> <p>5.2 the ability to acquire new knowledge of a specialization area of linguistics and independently find the relevant academic literature.</p> <p>5.3 the ability to follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly.</p> <p>5.4 the ability to start a PhD programme in the fields of linguistics in the widest possible sense.</p>

The general outcomes have been translated in the specific outcomes for the different Master's tracks:

**Learning outcomes of the Master's degree programme in Linguistics – Master's track European Linguistics**

<b>The Master's degree level in line with the Dublin Descriptors</b>	<b>Learning outcomes for the Master's degree programme in Linguistics – Master's track European Linguistics</b>
<p><b>1. Knowledge and understanding</b></p> <p>Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds the level reached in the Bachelor's phase and are able to use</p>	<p>Students who have completed the Master's degree programme in European Linguistics have demonstrated:</p> <p>1.1 specialist knowledge in the field of theoretical linguistics and the linguistics of modern European</p>

<p>specialist literature that requires knowledge of the latest developments in the field.</p>	<p>languages.</p> <p>1.2 theoretically substantiated knowledge of the role that linguistic data plays in linguistic arguments.</p> <p>1.3 advanced knowledge of linguistic theories, principles, hypotheses, methodologies and explanations.</p> <p>1.4 specialist knowledge of structure, variation and change in language in general, and of modern European languages in particular.</p> <p>1.5 specialist knowledge of the interaction between linguistics and other disciplines.</p>
<p><b>2. Applying knowledge and understanding:</b></p> <p>Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<p>Students who have completed the Master's degree programme in European Linguistics can:</p> <p>2.1 formulate theory-based questions and linguistic generalizations on the basis of data collected and organized independently and select appropriate research methods within a relevant framework.</p> <p>2.2 analyse and interpret complex linguistic data presenting a theory-based argument for or against a particular linguistic analysis.</p> <p>2.3 communicate about the field in one or more modern European languages using the correct register (formal, informal, specialist) to express themselves orally and in writing to specialist and non-specialist audiences.</p>
<p><b>3. Making judgements</b></p> <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects.</p>	<p>Students who have completed the Master's degree programme in European Linguistics have demonstrated that they can:</p> <p>3.1 critically select, process and analyse information from a wide range of sources.</p> <p>3.2 identify the nature of a problem and reflect on the right approach to finding a solution.</p> <p>3.3 independently process abstract ideas and develop innovative ideas.</p>
<p><b>4. Communication</b></p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>Students who have completed the Master's degree programme in European Linguistics have demonstrated that they can:</p> <p>4.1 communicate linguistic ideas to specialist and non-specialist audiences, expressing themselves orally and in writing in accordance with the correct register (formal, informal, specialist) in both their native language and at least one other language.</p> <p>4.2 present research results in accordance with the criteria of the international academic community, in both oral presentations and potentially publishable articles, and contribute to the public debate about the function of language and</p>

	linguistics in society.
<p><b>5. Learning skills</b></p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>Students who have completed the Master's degree programme in European Linguistics have demonstrated that they can:</p> <p>5.1 study independently with an eye to further academic development upon completion of the degree programme.</p> <p>5.2 follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly.</p>

**Learning outcomes for the Master's degree programme in Linguistics – Master's track Neurolinguistics**

<b>The Master's degree level in line with the Dublin Descriptors</b>	<b>Learning outcomes for the Master's degree programme in Linguistics – Master's track Neurolinguistics</b>
	<p>Students who have completed the Master's degree programme in Neurolinguistics have demonstrated:</p>
<p><b>1. Knowledge and understanding</b></p> <p>Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds the level reached in the Bachelor's phase and are able to use specialist literature that requires knowledge of the latest developments in the field.</p>	<p>1.1 Familiarity with theories in several subfields of theoretical linguistics (syntax, semantics, phonology and phonetics) and neurolinguistics and psycholinguistics (language processing, language development, language pathology) and the ability to apply these.</p> <p>1.2 The ability to make connections between theory/analysis and empiricism (diagnostics and treatment) in the field of neurolinguistics.</p> <p>1.3 Familiarity with the latest developments in a specialized subfield of neurolinguistics (impairments in spoken and written language).</p> <p>1.4 Familiarity with the methods and techniques used to conduct research in the field of neurolinguistics or psycholinguistics. This concerns research into language behaviour, cognition, neuroimaging, and the associated statistical analysis methods.</p> <p>1.5 The ability to independently develop new ideas for research in the field of neurolinguistics.</p>
<p><b>2. Applying knowledge and understanding</b></p> <p>Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<p>2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of neurolinguistics from this information. This requires sufficient basic knowledge of several disciplines related to the specialization area.</p> <p>2.2 The ability to identify social issues/problems, especially in relation to teaching/language teaching and healthcare (speech and language pathology), and to generate hypotheses and methods for research based on this.</p> <p>2.3 Mastery of a number of skills (research into behaviour, neurolinguistic functions, neuroimaging), enabling them to conduct research</p>

	independently (to a certain extent) in one of the subfields of neurolinguistics.
<p><b>3. Making judgements</b></p> <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects.</p>	<p>3.1 The ability to understand and compare multiple views on a certain subfield of neurolinguistics and language/speech pathology held by different disciplines.</p> <p>3.2 Understanding of the nature and function of neurolinguistics research and of the interrelationships between the various subfields (in particular neuro/psycholinguistics in relation to theoretical linguistics).</p> <p>3.3 The ability to evaluate the soundness of neurolinguistics research in terms of the statistics and methodology used (behaviour observations, language and speech tests, neuroimaging).</p>
<p><b>4. Communication</b></p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>4.1 The ability to report orally and in writing on ideas and research in the field of neurolinguistics, particularly in a multidisciplinary setting.</p> <p>4.2 The ability to report on own supervised research in the field of neurolinguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and IT aids.</p>
<p><b>5. Learning skills</b></p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>5.1 The ability to acquire new knowledge of a specialization area of neurolinguistics and independently find the relevant academic literature.</p> <p>5.2 The ability to start a PhD programme in the fields of neurolinguistics and language pathology in the widest possible sense.</p>

**Learning outcomes for the Master's degree programme in Linguistics – Master's track Applied Linguistics-TEFL**

<b>The Master's degree level in line with the Dublin Descriptors</b>	<b>Learning outcomes for the Master's degree programme in Linguistics – Master's track Applied Linguistics</b>
<p><b>1. Knowledge and understanding</b></p> <p>Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds the level reached in the Bachelor's phase and are able to use specialist literature that requires knowledge of the latest developments in the field.</p>	<p>1.1 Demonstrable specialist <i>knowledge and understanding</i> of concepts and theories in the field of second-language acquisition and second-language teaching.</p> <p>1.2 The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second-language teaching.</p> <p>1.3 Familiarity with the most recent developments in the field of theories concerning second-language acquisition (such as the application of Dynamic Systems Theory), language teaching (such as the Common European Framework of Reference) and</p>

	<p>computer-assisted language teaching.</p> <p>1.4 Familiarity with the broad spectrum of methods and techniques in the field of applied linguistics research, ranging from traditional statistics to dynamic approaches to language development research.</p> <p>1.5 The ability to independently develop new ideas for research in the field of second-language acquisition and language teaching.</p>
<p><b>2. Applying knowledge and understanding</b></p> <p>Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<p>2.1 The ability to combine information from different sources and sub-disciplines and distil relevant problems and questions in the field of second-language acquisition and language teaching methods from this information.</p> <p>2.2 The ability to identify social issues and problems, especially in relation to politics, language teaching and civil society organizations, and to generate descriptions, hypotheses and methods for research based on this.</p> <p>2.3 The ability to independently design a series of foreign language lessons in accordance with the latest insights from language acquisition research.</p> <p>2.4 The ability to conduct independent research in one of the sub-disciplines of applied linguistics.</p>
<p><b>3. Making judgements</b></p> <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects.</p>	<p>3.1 The ability to understand and compare multiple views on a certain problem in a subfield of second-language acquisition and language teaching.</p> <p>3.2 Understanding of the nature and function of applied linguistics research and of the interrelationships between the various subfields.</p> <p>3.3 The ability to develop a well-founded judgement in the field of teaching methods, testing and computer applications in second-language teaching.</p> <p>3.4 The ability to evaluate the soundness of applied linguistics research in terms of the statistics and methodology used.</p>
<p><b>4. Communication</b></p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>4.1 The ability to report orally and in writing in English on ideas and research from applied linguistics.</p> <p>4.2 The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audio-visual and IT aids.</p>
<p><b>5. Learning skills</b></p>	<p>5.1 The ability to specialize further in a field of applied linguistics and navigate their way</p>



<p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>independently through the academic literature.</p> <p>5.2 The ability to start a follow-on degree programme of a largely independent or autonomous nature in the field of language development or language teaching methods.</p>
--	---

### Learning outcomes of the Master's track Multilingualism

<p><b>The Master's degree level in line with the Dublin Descriptors</b></p>	<p><b>Learning outcomes for the Master's degree programme in Linguistics – Master's track Multilingualism</b></p>
<p><b>1. Knowledge and understanding</b></p> <p>Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds their secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p>	<p>1.1 Familiarity with theories of multilingualism, paying particular attention to developments in the fields of psycholinguistics and sociolinguistics.</p> <p>1.2 The ability to make connections between theory/analysis and empiricism in the field of linguistics.</p> <p>1.3 Familiarity with the latest developments in one specialized field with regard to multilingualism, chosen from the fields of psycholinguistics, neurolinguistics, sociolinguistics or educational science.</p> <p>1.4 Knowledge of the research methods in the fields of sociolinguistics, neurolinguistics or psycholinguistics.</p> <p>1.5 The ability to independently develop new ideas for research in the field of multilingualism.</p>
<p><b>2. Applying knowledge and understanding</b></p> <p>Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<p>2.1 The ability to combine information from different sources and sub-disciplines and distil relevant problems and questions in the field of linguistics from this information.</p> <p>2.2 The ability to identify social issues/problems, especially in relation to politics, teaching/language teaching and healthcare, and to generate hypotheses and methods for research based on this.</p> <p>2.3 The ability to conduct independent research in one of the sub-disciplines of linguistics.</p>
<p><b>3. Making judgements</b></p> <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects.</p>	<p>3.1. The ability to understand multiple perspectives of a certain linguistic phenomenon and to compare these perspectives with each other.</p> <p>3.2. A demonstrable understanding of the nature and function of linguistics research and of the relationship between the various sub-disciplines (especially sociolinguistics / neurolinguistics / psycholinguistics in relation to theoretical</p>

	linguistics). 3.3.The ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used.
<b>4. Communication</b> Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	4.1 The ability to report orally and in writing about ideas and research in the field of linguistics. 4.2 The ability to report on supervised research in the field of linguistics via the usual media (professional or academic journals, symposia, conferences), using appropriate audio-visual and IT aids.
<b>5. Learning skills</b> Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	5.1 The ability to specialize further in a field of linguistics and navigate their way independently through the academic literature. 5.2 Having the necessary grounding to pursue a PhD programme in the field of linguistics in a broad sense.

See appendix 1 for the degree programme's *Matrix of realized learning outcomes / course units*.

### Article 3.3 – Language

1. The Master's track in European Linguistics is taught in English or in the target language. The Master's track in Neurolinguistics is taught in Dutch. The Master's tracks in Applied Linguistics and Multilingualism are taught in English.
2. Notwithstanding Article 3.3.1, one or more course units in the Master's track Neurolinguistics may be taught in English in line with the University of Groningen Code of Conduct: Languages Used in Teaching and Examinations.
3. Theses/final assignments for the Master's tracks in European Linguistics, Applied Linguistics and Multilingualism must be written in English. Students following the Master's track in European Linguistics within the framework of a Master of Arts in Teaching programme must follow an MA course unit in European Literature in their target language as their Interdisciplinary Seminar. These students, as well as students who would like to have a specific language predicate on their degree certificate, must complete all written assignments, presentations and the MA thesis in their target language if possible. Students of the Master's track Neurolinguistics may write their thesis in Dutch or English. A thesis/final assignment may only be written in a language other than Dutch or English if the Board of Examiners has given permission for this (see also Article 3.5).

### Article 3.4 – Master's tracks

The degree programme has the following Master's tracks:

No.	Master's tracks
1	European Linguistics
2	Neurolinguistics
3	Applied Linguistics – TEFL
4	Multilingualism

### Article 3.5 – Content of the curriculum

1. The degree programme comprises the following course units with the student workloads indicated:

#### ***Master's track European Linguistics<sup>1</sup>***

No.	Course unit	Student workload in ECTS
1	Phonology/Phonetics	10 ECTS
2	Syntax/Semantics	10 ECTS
3	Essential Statistics	5 ECTS
4	Res Meth. Language Development	5 ECTS
5	Sociolinguistics	10 ECTS
	Interdisciplinary Seminar	10 ECTS
6	MA Placement in European Linguistics	10 ECTS
7	MA Thesis in European Linguistics	20 ECTS

<sup>1</sup> Students must choose at least 10 ECTS from 1, 2, 5 in addition to Essential Statistics, Res. Meth. Language Development and the MA Thesis in European Linguistics. In consultation with the Board of Examiners, students may also follow a course unit from another MA degree programme instead of the Interdisciplinary Seminar in Linguistics. Students following the MA in European Linguistics within the framework of a Master of Arts in Teaching programme must follow an MA course unit in European Literature in their target language as their Interdisciplinary Seminar. These students, as well as students who would like to have a specific language predicate on their degree certificate, must complete the written assignments, presentations for at least two complete 10 ECTS courses and the MA thesis in their target language if possible (this is compulsory for the Master of Arts in Language Teaching, i.e., English, French, German and Spanish, as well as Italian and Swedish). In addition, students may replace one Interdisciplinary Seminar with an MA Placement in European Linguistics. Finally, students of a language that participates in the national Masterlanguage programme (German, French, Italian and English) may follow courses from this programme as Interdisciplinary Seminars. All choices indicated above must be presented to the Board of Examiners for approval.

#### ***Master's track Neurolinguistics***

No.	Course unit	Student workload in ECTS
1	Aphasiology (MA)	10 ECTS
2	Dyslexia (MA)	10 ECTS
3	Developmental Language Disorders (MA) <sup>1</sup>	10 ECTS
4	MA Placement in Neurolinguistics	10 ECTS
5	MA Thesis in Neurolinguistics	20 ECTS

#### ***Master's track Applied Linguistics – TEFL***

No.	Course unit	Student workload in ECTS
1	Teaching Methodology & Second Language Development	10 ECTS
2	Theory of Second Language Development	10 ECTS
3	Essential Statistics	5 ECTS
4	Res. Meth. Language Development	5 ECTS
5	Computer-Assisted Language Learning <sup>1</sup>	10 ECTS
6	MA Placement in Applied Linguistics/TEFL <sup>1</sup>	10 ECTS
7	MA Thesis in Applied Linguistics	20 ECTS

<sup>1</sup> Students choose between course units 5 and 6 or choose a course unit from one of the other linguistic Master's programmes at the University of Groningen.

## **Master's track Multilingualism**

<b>No.</b>	<b>Course unit</b>	<b>Student workload in ECTS</b>
1	Language Planning and Policy	5 ECTS
2	Minority Languages: The Case of Frisian	5 ECTS
3	Essential Statistics	5 ECTS
4	Sociolinguistics: The Multilingual Community	5 ECTS
5	Psycholinguistics: The Multilingual Mind	5 ECTS
6	The Multilingual School	5 ECTS
7	MA Thesis in Multilingualism	20 ECTS
8	Language and Cultural History <sup>1</sup>	10 ECTS
9	MA Placement in Multilingualism <sup>1</sup>	10 ECTS
10	Testing and Assessment <sup>1</sup>	10 ECTS

<sup>1</sup> Students choose between course units 8, 9 and 10 or choose a course unit from one of the other specializations within the Master's degree programme in Linguistics at the University of Groningen. In all other cases students must consult the Board of Examiners.

All course units are listed in the online course catalogue OCASYS.

2. The modes of instruction and assessment for the course units listed above are set out in the syllabus for each individual course unit and the assessment plan for the degree programme.

## **Section 4 Tests and examinations of the degree programme**

### **Article 4.1 – Compulsory order**

The examinations for the course units listed below may not be taken before the examinations for the associated course units have been passed:

Course unit	
MA Thesis in European Linguistics	20 ECTS of the rest of programme
MA Thesis in Neurolinguistics	20 ECTS of the rest of programme
MA Thesis in Applied Linguistics	20 ECTS of the rest of programme
MA Thesis in Multilingualism	20 ECTS of the rest of programme

## **Section 5 Transitional and final provisions**

### **Article 5.1 – Amendments**

1. Any amendments to Part A of these Regulations will, after due consultation with and if necessary upon the approval of the Faculty Council, be confirmed by the Faculty Board in a separate decree.
2. Any amendments to Part B of these Regulations will, following a recommendation by and/or upon the approval of the Programme Committee and the Faculty Council, be confirmed by the Faculty Board in a separate decree.
3. Any amendments to these Regulations will not apply to the current academic year, unless it may reasonably be assumed that the amendment in question will not harm the interests of students.
4. In addition, an amendment may not influence any other decision concerning a student taken by the Board of Examiners under these Regulations to the disadvantage of students.

### **Article 5.2 – Publication**

1. The Faculty Board will duly publish these Regulations, any rules and guidelines formulated by the Board of Examiners, and any amendments to these documents.
2. Copies of the documents referred to in Article 5.2.1 are available from the Faculty Office. These documents can also be found on the Faculty website via the 'Student Portal'.

### **Article 5.3 – Date of commencement**

These Regulations will take effect on 1 September 2017.

These Regulations were decreed by the Board of the Faculty of Arts on 11 July 2017 and approved by the Faculty Council and the Programme Committee where required on.

### **Appendices:**

Appendix 1: Matrix of realized learning outcomes / course units in the degree programme



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

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

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

	1. Knowledge and understanding					2. Applying knowledge and understanding				3. Making judgements				4. Communication		5. Learning skills								
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4		3.1	3.2	3.3	3.4		4.1	4.2	5.1	5.2					
<b>YEAR 1, semester 1</b>																								
<b>Course unit title</b>																								
Theory of Second Language Development	x	x	x		x	x			x		x	x		x		x	x							
Essential statistics		xx		x			x		x			x		xx			xx							
Research methodology for Language Development		x	x	x		x			x					x			x							
Teaching Methodology & Second Language Development	x	x	x		x	x	x	x			x		x				x							
<b>YEAR 1, semester 2</b>																								
<b>Course unit title</b>																								
MA Thesis in Applied Linguistics	x	x	x		x	x			x				x			x	x	x	x					
MA Placement in Applied Linguistics/TEFL CALL							x										x	x	x	x				
CALL	x	x	x		x	x							x			x	x							



