



rijksuniversiteit
groningen

faculteit der letteren

Academisch jaar 2020/2021

Toetsplan

WEM and English Literature and Culture



Data in this Assessment plan may be subject to change as a result of the exceptional situation caused by the Covid-19 pandemic. Such changes fall within the range of options outlined by the Faculty Board and the Board of Examiners.

1 / Visie op onderwijs en toetsing

Our vision of education places the responsibility for student learning with the students themselves: autonomous, independent learning. This translates into a vision of assessment, in line with the University's assessment policy (2014), in which the emphasis is on formative and summative assessment that on the one hand aims to guide students' learning process, and on the other allows us to assess whether students have met the programme learning outcomes.

Learning outcomes are assessed incrementally, by assessing specific learning outcomes for individual course units, as specified in the matrix of learning outcomes (Appendix 4). Course units in each track assess both the programme learning outcomes that are shared across tracks as well as those that are specific to each track. The matrix shows a good balance of testing knowledge, application, communication and language skills in the different course units. Assessment forms are varied, and depend on the specific learning outcomes that are to be assessed, and on whether the assessment is formative or summative.

2 / Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering)

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 in an exam, students have access to a mock exam, which is also discussed in one of the teaching sessions. In many cases, the same goes for essay-based assessment.

It is also transparent what criteria students are assessed on. Assessment criteria are available on the digital learning environment, Nestor. The two sections, Modern Literature and Older Language and Literature, have standard sets of descriptors that are used for essay marking.

3 / Toetsdossier

a. Het toetsdossier

De eisen die aan het toetsdossier gesteld worden zijn neergelegd in §4 van het 'Protocol borging toetskwaliteit in modules' van de Examencommissie.

Alle examinatoren van een opleiding zorgen ervoor dat de EC de volgende stukken in de vorm van een 'toetsdossier' ter beschikking staan:

- a. de studiehandleiding
- b. de cijferlijst, bevattende alle deeltijfers die bijdragen aan het eindcijfer



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- c. - in het geval van een toets in engere zin: de toets zoals deze afgenomen is, incl. antwoordmodel/sleutel;
 - in het geval van werkstukken: de opdrachtformulering, informatie over de daarbij toegepaste beoordelingswijze (beoordelingscriteria en normering), voor zover niet beschikbaar in studiehandleiding, en de volledig ingevulde beoordelingsformulieren
 - in het geval van eindwerkstukken: de volledig ingevulde beoordelingsformulieren en de ingeleverde werkstukken (al dan niet voorzien van commentaar door de docent)
 - d. de blauwdruk voor de toetsing, verslagen van intervisiebijeenkomsten, (zelf)evaluaties van het modules e.d. voor zover beschikbaar
 - e. een door de examinator ingevuld evaluatieformulier met informatie over het verloop van de toetsing.

b. Betrokken actoren

Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk:

4 / Programmering van de toetsing in de tijd

Overzicht van de eindkwalificaties van de opleiding + matrix	Bijlage 1
Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen	Bijlage 2
Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)	Bijlage 3
Aanvullende regelingen voor het afstudeerdossier	Bijlage 4

Leidend zijn de doelen van de opleiding, die neergelegd zijn in de eindkwalificaties van de opleiding (bijlage 1). De studieonderdelen vervullen gezamenlijk een rol in het toewerken naar die eindkwalificaties. Dit komt tot uiting in een coherent curriculum met een transparante structuur. De matrix eindkwalificaties (bijlage 1) benoemt de vakken waarin summatieve toetsing plaatsvindt en maakt een onderscheid tussen a) studieonderdelen die middels toetsing *toeleiden* naar het in de eindkwalificaties beschreven eindniveau en b) studieonderdelen waarin toetsing *op eindniveau* plaatsvindt (in dit laatste geval vallen de leeruitkomsten van het studieonderdeel dus samen met de eindkwalificaties). Dit onderscheid komt tot uitdrukking in de markering:

“ <u>x</u> ”, d.w.z. met onderstreping, wordt gebruikt voor summatieve ¹ toetsing op eindniveau; “x” voor summatieve toetsing op een lager prestatieniveau;

¹ Summatief toetsen is het onderzoek dat erop gericht is te oordelen over de kennis en de vaardigheden van een student. Meestal gebeurt dit met een cijfer in combinatie met een vorm van onderbouwing van het cijfer (vrij naar ‘Toetsen in het hoger onderwijs’ (2017)).



“fx” voor formatieve² evaluatie op een lager prestatieniveau.

Parallel aan het curriculum biedt het toetsprogramma (bijlage 2) een evenwichtig gestructureerd overzicht van toetsvormen en toetsperiodes. Studieonderdelen binnen een leerlijn kunnen eventueel eenzelfde visuele markering in het overzicht krijgen.

Om op programmaniveau inzichtelijk te krijgen of de gekozen toetsvormen aansluiten bij de leeruitkomsten van vakken en een evenwichtige mix vormen in de aanloop naar de eindkwalificaties, worden alle beoogde leeruitkomsten van de studieonderdelen aan de toetsvormen gerelateerd (bijlage 3).

Aangezien voor onderdelen van het afstudeerdossier (bijv. de scriptie) specifieke regelingen kunnen bestaan (zoals goedkeuring scriptievoorstel, omvang begeleiding, herkansing), zijn deze regelingen opgenomen in bijlage 4.

5 / Borging toetskwaliteit door de Examencommissie

De borging van de toetskwaliteit door de Examencommissie speelt zich af op het niveau van het programma en op het niveau van de afzonderlijke vakken.

a. Borging toetskwaliteit op programmaniveau

Jaarlijks brengt de Examencommissie in het jaar voorafgaand aan het nieuwe academische jaar advies uit over het concept-toetsplan van de opleiding.

b. Borging toetskwaliteit op moduleniveau

De Examencommissie stelt zich ten doel de toetsing in alle vakken van de opleiding in een driejarige cyclus te evalueren, met dien verstande dat de toetsing van elk vak ten minste eenmaal in de drie jaar doorgelicht wordt. Hierbij wordt mede gekeken naar de plaats van het vak in het curriculum en de plaats ervan in een specifieke leerlijn. Daarnaast wordt een beredeneerde selectie gemaakt uit scripties.

6 / Archivering

² Formatief evalueren betreft het proces van zoeken, aggregeren en interpreteren van informatie die studenten en docenten vervolgens kunnen gebruiken om te bepalen waar studenten staan in hun leerproces, waar zij naartoe moeten werken en op welke manier dat het meest effectief is (vrij naar ‘Toetsen in het hoger onderwijs’ (2017)).



7/ Lijst van de voor toetsing relevante documenten

Facultaire visie op onderwijs en toetsing - p.m.

Regels en Richtlijnen – het huishoudelijk reglement van de Examencommissie

Onderwijs- en examenregeling (OER) – juridisch bindend document geldend voor het studentencohort dat in hetzelfde academisch jaar met de studie start. De OER bevat tevens eventuele overgangsregelingen voor eerdere cohorten.

Matrix eindkwalificaties – bijlage bij het Toetsplan, waarin gespecificeerd wordt in welke modules *summatieve toetsing op eindniveau* plaatsvindt (codering: “x”, d.w.z. met onderstreping) en in welke modules *formatieve* (codering “fx”) dan wel *summatieve toetsing* op een lager prestatieniveau (codering: “x”) plaatsvindt

Stagehandleiding –studiehandleiding voor het curriculumonderdeel ‘stage’.

Studiehandleiding – uitwerking van OER en toetsplan op moduleniveau, in lijn met de informatie in Ocasys.

Toetsplan – bijlage bij de OER en daarmee in juridische zin bindend.

Toetsprogramma - Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen (het ongewijzigde huidige “toetsplan”)

Toetsprotocol – de uitwerking van OER deel A, art. 8.7 .

Bijlage 1. Eindkwalificaties van de opleiding + Matrix eindkwalificaties

Graduates of this specialization have:

Dublin Descriptors	Generic Competences
<p>Knowledge and understanding Demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.</p>	<ol style="list-style-type: none"> 1. Advanced knowledge and understanding of the cultural context in which literary texts were composed. 2. Advanced knowledge and understanding of literary, cultural and/or textual theories and methods. 3. Advanced knowledge and understanding of texts written in a variety of genres.
<p>Applying knowledge and understanding The ability to apply their knowledge, understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.</p>	<ol style="list-style-type: none"> 4. The ability to generate new ideas. 5. The ability to work with unfamiliar material. 6. The ability to search for, process and analyse information from a variety of sources. 7. The ability to think in an abstract and analytical manner, and to synthesize ideas.
<p>Making judgements The ability to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information, including reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.</p>	<ol style="list-style-type: none"> 8. The ability to be critical and self-critical. 9. The ability to identify, articulate and resolve problems.
<p>Communication The ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<ol style="list-style-type: none"> 10. The ability to express themselves in a clear, well-structured manner incorporating the opinions or research of others. 11. The ability to communicate key information from their discipline in a manner appropriate to their target audience. 12. The ability to interact constructively with others, respecting cultural differences.
<p>Learning skills The learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<ol style="list-style-type: none"> 13. The ability to learn and stay up to date with learning. 14. The ability to work with a high degree of autonomy.

In addition,

Graduates of English Literature and Culture have

15. Advanced knowledge and understanding of a range of English literary texts from different literary periods.
16. Knowledge and understanding of texts written in regional English, global English, or older forms of English (e.g. medieval English).
17. The ability to work with various types of English discourse (books, electronic media, lectures, films etc.), even when they are not clearly structured and when the relationships between ideas are only implied rather than stated explicitly.
18. Knowledge of the interaction between cultural, economic or technological factors and literature in English.
19. The ability to express themselves in clear, well-structured English at level C2.

Graduates of Writing, Editing and Mediating have

19. The ability to express themselves in clear, well-structured English at level C2.
20. Knowledge and understanding of a range of theoretical and methodological debates related to the dissemination of texts (e.g. editing, electronic publication).
21. The ability to apply key methods and concepts relevant to advanced textual study.
22. The ability to examine and process English texts to ensure their appropriate dissemination (e.g. copy-editing) with due acknowledgement of cultural differences.

Knowledge of the interaction between cultural, economic or technological factors and textuality.

Matrix of realized learning outcomes / course units in the Bachelor's degree programme in English Language and Culture 2020-21

Matrix of realized learning outcomes / course units

Track: English Literature and Culture

Code	Course unit title	Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
LEL...M05	MA Research Seminar	1	x	x	x	x			x			x	x	x	x	x	x				x
LEL...M05	Creative Writing				x	x	x			x	x					x					x
LEL...M05	Literature and the Meaning of Life		x		x		x		x	x	x	x					x			x	x
LEX0..M05	The Digital Text: a The Book Past	1	x	x		x			x	x				x					x	x	x
LEX0..M05	The Digital Text: b The Book Future	1	x	x		x			x	x				x					x	x	x
	MA Tutorials	1 / 2	x	x	x	x	x	x	x		x	x	x	x	x	x		x			x
LEX999M20	MA Thesis in Eng. Literature and Culture	2		x		x		x	x	x	x	x	x		x	x	x		x		x

Track: Writing, Editing and Mediating

Code	Course unit title	Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14	19	20	21	22	23
LEL021M10	WEM 1	1 / 2	x	x	x			x	x	x	x	x	x	x	x	x	x			x	x
LET011M10	WEM 2	1 / 2			x		x	x		x						x	x	x	x	x	
LEO015M10	WEM 3	1	x	x	x		x	x		x				x	x	x	x	x	x	x	

LEX0..M05	The Digital Text: a The Book Past	1	x	x		x			x	x				x					x	x	x
LEX0..M05	The Digital Text: b The Book Future	1	x	x		x			x	x				x					x	x	x
LEL031M10	WEM 4	2					x	x		x	x	x		x	x	x	x	x	x	x	
LEX998M20	MA Thesis in WEM	2	x	x		x	x	x	x	x	x	x			x	x			x		x

Bijlage 2. Leeruitkomsten en toetsing daarvan in vakken

Module	Code	Learning outcomes
Master's Thesis WEM	LEX998M20	<p>Students who have successfully completed their MA thesis will have the ability to:</p> <ul style="list-style-type: none"> - write on a specialist topic related to Writing, Editing and Mediating (WEM) with depth and originality; - produce work that is in keeping with academic standards of reliability and integrity; - comprehend primary and contextual material; - form a persuasive argument, produce a critical edition, or answer a research question using an appropriate research methodology; - deploy theoretical language in the analysis and synthesis of ideas; - research and bibliographical skills; - write in clear, well-structured English; - work independently.
Master's Work Placement WEM	LBX000M10	<p>The Masters placement gives students practical experience in a social environment. The aim of the placement is three-pronged: to assess the competences acquired during the programme in the practical situation of an organization, by playing an active role in the organization over a prolonged period of time; to gain academic-level practical experience that corresponds with the competences acquired during the programme; to discover more about possible future professions/fields of work.</p>
WEM 1: Modern Literature and Mediation	LELO21M10	<p>Upon successful completion of the course unit, students are able to 1. imaginatively and critically frame questions and devise analyses of contemporary literary works in English with attention to their social context; 2. gather, interpret and critically assess data with a high degree of independence to inform well-developed arguments on socially relevant themes related to contemporary literature in English; 3. demonstrate appropriate knowledge of critical terminology and literary theory and their relevance to literary interpretation and the mediation of English literature; 4. produce texts of a variety of genres appropriate to the mediation of English literature to specific audiences, displaying advanced writing skills; and 5. work constructively in a team, a process involving peer review, time management and shared responsibility for assignments.</p>
WEM 2: Modern English Language	LETO11M10	<p>At the end of this course, students are aware of standards and levels of correctness in English. They are familiar with the basic tools available to an editor or writer. They are familiar with kinds of English and the differences involved, and they know their possibilities and limitations in working as a language corrector. The students should be well-equipped to work in translation agencies, publishing houses, etc.</p>

WEM 3: From Manuscript to Printed Book	LEO015M10	1. to read, or develop the ability to read, medieval and (early) modern hand-written texts; (1,5) 2. to conduct a full bibliographical investigation for a particular text; (6,8) 3. to transcribe such texts effectively, with the aim of compiling an edition; (2) 4. to convert a transcription into an edition; (2,3) 5. to produce all necessary parts of an edition; (8,14) 6. to make available to a variety of target audiences text material which is difficult to access and to interpret, in an effective way; (19,20) 7. to apply a theoretical basis for producing different types of text editions. (21,22)
Creative Writing: A Practical Intro.	LELO69M05	Advanced knowledge and understanding of texts written in a variety of genres. The ability to generate new ideas. The ability to work with unfamiliar material. The ability to be critical and self-critical. The ability to identify, articulate and resolve problems. The ability to work with a high degree of autonomy. The ability to express themselves in clear, well-structured English at level C2.
WEM 5: Towards the Digital Text Part A	LELO72M05	On successful completion of the module students will be able to: 1.apply their knowledge of the history of the book to questions regarding the relationship of culture and technology; 2.assess the impact of digital texts on current literary and academic production; 3.discuss the relationship between different theoretical accounts of authors and readers and their relevance for the production and interpretation of particular texts; 4.formulate a well-argued position on copyright and censorship which is informed by current law in Anglophone countries; 5.communicate findings in a manner that is clear and accessible to their target audience.
WEM 5: Towards the Digital Text Part B	LELO73M05	On successful completion of the module students will be able to: 1. compare and contrast salient properties of printed texts and of various types of electronic formats; 2. discuss the potential impact of digital textual archives on the creation and dissemination of socio-cultural knowledge; 3. assess effects of digital technology on current literary production, publishing and reading practices; 4. communicate findings in a manner that is clear and accessible to their target audience.
WEM 4: Translating and Editing	LELO31M10	1. deal with the theoretical and practical issues involved in editing and/or translation; 2. employ the basic tools employed by translators and/or editors; 3. demonstrate an understanding based on experience of the different stages involved in publishing; 4. be self-critical and constructively critical about others' work; 5. identify and resolve problems in collaboration with others with a high degree of autonomy present written material with an awareness of its target audience.
Master's Work Placement English	LEX000M10	The Master's placement gives students practical experience in a social environment. The aim of the placement is three-pronged: to assess the competences acquired during the programme in the practical situation of an organization, by playing an active role in the organization over a prolonged period of time; to gain academic-level practical experience that corresponds with the competences acquired during the programme; to discover more about possible future professions/fields of work.

MA Research Seminar	LELO71M05	1. Advanced knowledge and understanding of the cultural context in which specific literary texts were composed and theoretical approaches developed 2. Advanced knowledge of current literary theories and methods, in particular as they related to ongoing research in the field 3 and 15. Advanced knowledge and understanding of texts written in a variety of genres across a range of periods cultural contexts 4. The ability to generated new ideas about current research 7. The ability to think in an abstract and analytical manner about complex research questions, and to synthesise ideas about research in progress 10-12, 19. The ability to communicate complex research questions in a clear and structured manner and in diverse setting, while being mindful of others' research 13-14. The ability to stay informed of the latest research and work independently
Literature and the Meaning of Life	LELO75M05	Philosophers, physicists, psychologists and theologians have discussed the meaning of life. Alongside these discussions, literary texts have engaged with the question of human meaning, and a range of examples of these, in various genres, will form the basis of this course. Some of the syllabus reading at meaning in a manner which might fit with particular intellectual positions advanced in non-literary work. However, the course will also look at the disputed possibility that literature can offer insights into the meaning of life that are unique to aesthetic productions.
Master's Thesis English	LEX999M20	Students who have successfully completed their MA thesis will have the ability to: - write on a specialist topic related to Anglophone literature and culture with depth and originality; - produce work that is in keeping with academic standards of reliability and integrity; - comprehend primary and contextual material; - form a persuasive argument, produce a critical edition, or answer a research question using an appropriate research methodology; - deploy theoretical language in the analysis and synthesis of ideas; - research and bibliographical skills; - write in clear, well-structured English; - work independently.
Travel Writing	LELO07M05	After successful completion of the course, students will be able to: -demonstrate a knowledge and understanding of Modernist contexts and theoretical considerations of travel in writing (1,2,3,16); -formulate pertinent questions after synthesising ideas and materials (4,7,9); -locate relevant, up-to-date sources and autonomously integrate new materials into discussions and writing (5,6,9,13,14); -synthesise ideas communicated through argumentation with consideration of a range of perspectives (10,11,12,19).
Chaucer's Troilus and Criseyde	LEO047M05	demonstrate knowledge of Chaucer's Troilus and Criseyde and its Italian sources; - demonstrate an understanding of the ways in which Troilus and Criseyde interacts with literary traditions and its historical context; - analyse and contextualise Troilus and Criseyde independently, from a critical and theoretical perspective; - conduct independent research into Troilus and Criseyde and present that research.
James Joyce's Ulysses	LELO48M05	Upon successful completion of the course unit, students are able to: 1. demonstrate detailed knowledge and understanding of James Joyce's , the cultural contexts from which it emerged, and some significant critical approaches to the text; 2. formulate questions related to specific aspects of Joyce's work and gather, interpret and critically assess data from up-to-date print and digital sources with a high degree of independence to create well-developed arguments; 3. communicate findings in a manner that is clear and accessible to their target audience.Ulysses

Mid-Century Modern	LEL050M05	Upon successful completion of the course unit, students are able to do the following: ? identify the major concerns of the emergent field of mid-century literary studies and locate areas for further exploration; ? evaluate the influence that the mid-century historical and political context had on British literary style; ? independently construct an argument about multiple texts.
Virginia Woolf: Beyond the Lighthouse	LEL054M05	Upon successful completion of the course unit, students are able to do the following: ? Demonstrate knowledge and understanding of the development of Woolf's literary style across time; ? Demonstrate knowledge and understanding of the historical and political context of Woolf's formal experimentation; ? Evaluate single author and modernist studies scholarship to identify how a wider reading of Woolf's work might enrich or challenge dominant critical understandings of her writing and her place within literary history; ? Independently construct an argument that accounts for multiple texts and situates them within a wider body of writing.
Byron's Don Juan	LEL062M05	To gain an understanding of the epic form in the Romantic era. To recognise Byron's unique employment of form and narrative in his greatest work. To piece together, so far as is possible, the 'philosophy' or world-view underpinning the poem, whether stoical, materialist, or relativist. To understand Byron's use of humour, sexuality, and politics in his time.
The World of Women in Early Medieval Lit	LEO031M05	critically analyse three different medieval literary traditions in their respective cultural contexts; - compare the three socio-cultural traditions and place them in a broader Northwest European context; - assess the applicability of critical methodologies to the traditions; - conduct independent research on a topic related to the course theme and present that research.
Modes of Alterity in Old English Poetry	LEO034M05	demonstrate knowledge of two complex Old English texts in the original language; - analyse and contextualise these texts from a critical and theoretical perspective; - conduct independent research on a topic related to the course theme - present that research
World War II: The Other Modernist War	LEL051M05	Upon successful completion of the course unit, students are able to do the following: ? Demonstrate knowledge and understanding of the historical, political, and cultural context in which World War II-era writing was produced and consumed; ? Demonstrate knowledge and understanding of the mid-century development and reception of modernist techniques; ? Clearly present and evaluate recent scholarship on late modernism and war writing; ? Independently construct an argument about multiple texts.
Genre in Shakespeare	LEL074M05	To better understand the nature of comedy and tragedy in Early Modern drama. To formulate a view of 'mixed' genres such as romance and history, as employed by Shakespeare. To better understand Shakespeare's view(s) of human existence within and outside history. To better comprehend Shakespeare's dependence upon and freedom from literary convention.
Wondrous Wisdom in Early English Poetry	LEO040M05	1. acquire knowledge and an overview of Old English Wisdom Poetry (1, 3, 16) 2. are able to analyse and contextualise these texts independently, from a critical and theoretical perspective (5, 6, 7) 3. are able to conduct independent research into these texts (13, 18) 4. are able to and present that research (8, 9, 13)

Langland's Piers Plowman	LEO049M05	demonstrate knowledge of medieval theology and politics; - demonstrate an understanding of the ways in which Piers Plowman interacts with various social and literary traditions; - analyse and contextualise Piers Plowman independently, from a critical and theoretical perspective; - conduct independent research into Piers Plowman and present that research.
Wordsworth's Prelude	LELO63M05	To gain an understanding of the variety of epic form in the Romantic era. To recognise Wordsworth's employment of narrative in his greatest work. To piece together, so far as is possible, the 'philosophy' or world-view underpinning the poem, in particular as an autobiographical exercise involving poetic creativity. To understand the political, educational, and creative background to Wordsworth's era (1799-1850, approximately), via this long poem.
Crime and Punishment: Law and Literature	LEO044M05	demonstrate their knowledge of various forms of medieval law; - demonstrate an understanding of the ways that medieval literature interacted with various legal traditions; - analyse and contextualise these texts independently, from a critical and theoretical perspective; - conduct independent research into these texts and present that research.
The Value of Literature	LELO47M05	An ability to discuss attitudes towards literature and its criticism in the context of British literary history; - an ability to analyse the relation of literary criticism to creative writing; - an ability to articulate a reasoned opinion on the function of literary criticism in society, from the sixteenth to the twentieth centuries.

Module	Code	Assessment methods
Master's Thesis WEM	LEX998M20	thesis

Master's Work Placement WEM	LBX000M10	stageverslag
WEM 1: Modern Literature and Mediation	LELO21M10	portfolio / presentatie / schriftelijke opdracht(en) / werkstuk(ken)
WEM 2: Modern English Language	LETO11M10	schriftelijk tentamen / werkstuk(ken)
WEM 3: From Manuscript to Printed Book	LEO015M10	schriftelijk tentamen / schriftelijke opdracht(en)
Creative Writing: A Practical Intro.	LELO69M05	portfolio, creative Portfolio (50%) Critical Commentary (50%)
WEM 5: Towards the Digital Text Part A	LELO72M05	schriftelijke opdracht(en)
WEM 5: Towards the Digital Text Part B	LELO73M05	schriftelijke opdracht(en)
WEM 4: Translating and Editing	LELO31M10	portfolio

Master's Work Placement English	LEX000M10	stageverslag
MA Research Seminar	LEL071M05	verslag
Literature and the Meaning of Life	LEL075M05	schriftelijke opdracht(en)
Master's Thesis English	LEX999M20	scriptie
Travel Writing	LEL007M05	essay
The Value of Literature	LEL047M05	
James Joyce's Ulysses	LEL048M05	schriftelijke opdracht(en)
Mid-Century Modern	LEL050M05	schriftelijke opdracht(en)
Virginia Woolf: Beyond the Lighthouse	LEL054M05	schriftelijke opdracht(en)
Byron's Don Juan	LEL062M05	essay
The World of Women in Early Medieval Lit	LEO031M05	essay
Modes of Alterity in Old English Poetry	LEO034M05	essay
World War II: The Other Modernist War	LEL051M05	essay / presentatie

Bijlage 3. Schematische weergave toetsprogramma

