

Academisch jaar 2024/2025

# Toetsplan

Master Literary Studies



1 /	<h3>Visie op onderwijs en toetsing</h3> <p>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.</p> <p>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.</p>
2 /	<h3>Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering)</h3> <p>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 assessments.</p> <p>It is also transparent what criteria students are assessed on. Assessment criteria are available on the digital learning environment, Brightspace.</p>
3 /	<h3>Toetsdossier</h3> <h4>a. Het toetsdossier</h4> <p>De eisen die aan het toetsdossier gesteld worden zijn neergelegd in §4 van het 'Protocol borging toetskwaliteit in modules' van de Examencommissie.</p> <p>Alle examinatoren van een opleiding zorgen ervoor dat de EC de volgende stukken in de vorm van een 'toetsdossier' ter beschikking staan:</p> <ol style="list-style-type: none"><li>a. de studiehandleiding</li><li>b. de cijferlijst, bevattende alle deeltcijfers die bijdragen aan het eindcijfer</li><li>c.<ol style="list-style-type: none"><li>1. in het geval van een toets in engere zin: de toets zoals deze afgenomen is, incl. antwoordmodel/sleutel;</li><li>2. 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</li><li>3. in het geval van eindwerkstukken: de volledig ingevulde beoordelingsformulieren en de ingeleverde werkstukken (al dan niet voorzien</li></ol></li></ol>



	<p>van commentaar door de docent)</p> <p>d. de blauwdruk voor de toetsing, verslagen van intervisiebijeenkomsten, (zelf)evaluaties van het modules e.d. voor zover beschikbaar</p> <p>e. een door de examinerator ingevuld evaluatieformulier met informatie over het verloop van de toetsing.</p> <p><b>b. Betrokken actoren</b></p> <p>Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk:</p> <p>Omtrent het toetsdossier zijn er vier actoren die verantwoordelijkheid dragen:</p> <ul style="list-style-type: none"> <li>• Examinatoren zijn verantwoordelijk voor het tijdig beschikbaar maken van een redelijkerwijs zo volledig mogelijk toetsdossier.</li> <li>• Leerstoelhouders zijn verantwoordelijk voor het faciliteren van de bovengenoemde taak.</li> <li>• Het Clusterbestuur is verantwoordelijk voor het faciliteren van de bovengenoemde taak.</li> <li>• De Examencommissie gebruikt het toetsdossier voor borging.</li> </ul>
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<b>4 /</b>	<b>Programmering van de toetsing in de tijd</b>								
	<table border="1"> <tr> <td>Overzicht van de eindkwalificaties van de opleiding + matrix</td> <td>Bijlage 1</td> </tr> <tr> <td>Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen</td> <td>Bijlage 2</td> </tr> <tr> <td>Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)</td> <td>Bijlage 3</td> </tr> <tr> <td>Aanvullende regelingen voor het afstudeerdossier</td> <td>Bijlage 4</td> </tr> </table>	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
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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:

“x”, d.w.z. met onderstreping, wordt gebruikt voor summatieve<sup>1</sup> toetsing op eindniveau;  
 “x” voor summatieve toetsing op een lager prestatieniveau;  
 “fx” voor formatieve<sup>2</sup> evaluatie op een lager prestatieniveau.

<sup>1</sup> 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)).

<sup>2</sup> 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)).



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 beziet elk jaar een redelijk aantal toetsen. 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**

Archivering vindt plaats volgens de door het OWI vastgestelde richtlijnen

### 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.

**Toetsprogramma** – de uitwerking van OER deel A, art. 8.5

# Bijlage 1. Eindkwalificaties van de opleiding + Matrix eindkwalificaties

<b>Graduates of this specialization have:</b>	
<b>Dublin Descriptors</b>	<b>Generic Competences</b>
<p><b>Knowledge and understanding</b></p> <p>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"> <li>1. Advanced knowledge and understanding of the cultural context in which literary texts were composed.</li> <li>2. Advanced knowledge and understanding of literary, cultural and/or textual theories and methods.</li> <li>3. Advanced knowledge and understanding of texts written in a variety of genres.</li> </ol>
<p><b>Applying knowledge and understanding</b></p> <p>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"> <li>4. The ability to generate new ideas.</li> <li>5. The ability to work with unfamiliar material.</li> <li>6. The ability to search for, process and analyse information from a variety of sources.</li> <li>7. The ability to think in an abstract and analytical manner, and to synthesize ideas.</li> </ol>
<p><b>Making judgements</b></p> <p>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"> <li>8. The ability to be critical and self-critical.</li> <li>9. The ability to identify, articulate and resolve problems.</li> </ol>
<p><b>Communication</b></p> <p>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"> <li>10. The ability to express themselves in a clear, well-structured manner incorporating the opinions or research of others.</li> <li>11. The ability to communicate key information from their discipline in a manner appropriate to their target audience.</li> <li>12. The ability to interact constructively with others, respecting cultural differences.</li> </ol>
<p><b>Learning skills</b></p> <p>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"> <li>13. The ability to learn and stay up to date with learning.</li> <li>14. The ability to work with a high degree of autonomy.</li> </ol>

**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 language media.
18. Knowledge of the interaction between texts and cultural, economic or technological factors.
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.
23. Knowledge of the interaction between texts and cultural, economic or technological factors.

**Graduates of European Literatures and Interculturality have**

24. Advanced knowledge of theories of intercultural contact, entanglement and transfer, and approaches to the study of interculturality.
25. Advanced knowledge of practices and histories of intercultural encounters on the European continent, and (former) colonised territories.
26. The ability to read, interpret and compare texts from different genres and in different styles.
27. The ability to reflect on research about processes of cultural change and cultural transfer between different languages, cultures and literatures and their interaction.
28. The ability to express themselves orally and in written form at the required level in a variety of registers (formal, informal, specialist) in English or one of the languages on offer (French, German, Italian, Russian, Spanish, Swedish).

# Bijlage 2. Leeruitkomsten en toetsing daarvan in vakken

Matrix of realised learning outcomes / course units in the Master Literary Studies 2024-25: See TER document.

Module	Code	Learning outcomes
Master's Thesis WEM	LEX998M20	<p>Upon successful completion of the course unit, a student is able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate an advanced understanding of the interaction of English texts and their contexts [1, 2, 5, 23];</li> <li>2. demonstrate an advanced knowledge of theories related to textual study or to textual editing [2, 21];</li> <li>3. present an independently devised and logically structured argument or a critical edition [4, 7];</li> <li>4. identify the strengths and weaknesses of their own work and use this knowledge to improve their final thesis [8];</li> <li>5. locate relevant and up-to-date sources of various kinds that support their conclusions [5, 6];</li> <li>6. express themselves clearly in an extended written work in English of C2 level which is suitable for an academic audience [10, 11, 19];</li> <li>7. devise a work based on independent research which can be carried out within a defined time limit [4, 9, 14].</li> </ol>
WEM 1: Modern Literature and Mediation	LELO21M10	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate knowledge and understanding of contemporary literary works in English, their social context,</li> </ol>

		<p>relevant literary and theoretical concepts, and aspects of the social mediation of literature [1, 2, 3, 23];</p> <p>2. select, interpret and critically assess data from a variety of academic and non-academic sources with a high degree of independence [6, 8, 13, 14];</p> <p>3. formulate questions and well-developed arguments on literary features, themes, and theoretical concerns related to contemporary fiction in English [7, 9, 10, 14];</p> <p>4. produce texts in a variety of genres appropriate to the mediation of English literature to specific audiences, displaying advanced writing skills [3, 10, 11, 19, 22]; and</p> <p>5. work constructively in a team, involving task and time management, peer feedback, and reflection [learning outcomes 8, 12, 14].</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	<p>1. to read, or develop the ability to read, medieval and (early) modern hand-written texts;</p> <p>2. to conduct a full bibliographical investigation for a particular text;</p> <p>3. to transcribe such texts effectively, with the aim of compiling an edition;</p> <p>4. to convert a transcription into an edition;</p> <p>5. to produce all necessary parts of an edition;</p>



		<p>6. to make available to a variety of target audiences text material which is difficult to access and to interpret, in an effective way;</p> <p>7. to apply a theoretical basis for producing different types of text editions.</p>
WEM 6: Poetry Writing	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 7: Creative Nonfiction Writing	LEL	<p>Demonstrate advanced knowledge and understanding of contemporary creative nonfiction writing and its aesthetic and cultural preoccupations (3)</p> <p>2. Produce creative nonfiction pieces in multiple forms and sub-genres (3, 19)</p> <p>3. Apply previously unfamiliar techniques from “mentor texts” to their own creative nonfiction (5, 14, 21)</p> <p>4. Critique and make judgments about their writing (8)</p> <p>5. Identify, articulate, and resolve problems in their writing (9, 14)</p> <p>6. Respond respectfully to a diversity of cultural backgrounds in commenting on other authors’ writing (2, 5)</p> <p>7. Use professional norms to produce submission-ready creative nonfiction (19)</p> <p>8. Express themselves in clear, well-structured English at level C2 (19)</p>
WEM 5a: Towards the Digital Text, Part A: Book History	LELo72M05	Upon successful completion of the course unit, students are able to:

		<ol style="list-style-type: none"> <li>1. explain major aspects of book history as an approach, including details of the changing nature of authorship, reading, censorship, copyright, textual production or dissemination from the invention of printing to the digital text;</li> <li>2. interpret and critically assess recent research literature related to the history of the book;</li> <li>3. construct well-informed and logically structured arguments on aspects of authorial and reading practices, technology, censorship, copyright laws, book distribution, or textual production and interpretation;</li> <li>4. communicate findings in a manner that is clear and accessible to their target audience.</li> </ol>
WEM 5b: Towards the Digital Text, Part B: Digital Remediation and Publishing	LELO73M05	<ol style="list-style-type: none"> <li>1. explain significant aspects of the digital textual condition, including effects of digital technology on the preservation, sharing, or analysis of existing texts, on current textual production, publishing, or reading practices;</li> <li>2. interpret and critically assess recent research literature related to digital textuality;</li> <li>3. construct well-informed and logically structured arguments on effects of digital technology on the preservation, sharing, or analysis of existing texts, on current textual production, publishing, or reading practices;</li> <li>4. communicate findings in a manner that is clear and accessible to their target audience.</li> </ol>
Master's Work Placement WEM	LBX000M10	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> <li>1. work independently in a professional context on the basis of succinct instructions;</li> <li>2. collaborate with others in a professional context;</li> </ol>

		<p>3. communicate professionally in an appropriate register in English or the language of the internship provider;</p> <p>4. reflect on their work and functioning, in relation to their degree programme.</p>
WEM 4: Translating and Editing	LELO31M10	<p>1. deal with the theoretical and practical issues involved in editing and/or translation;</p> <p>2. employ the basic tools employed by translators and/or editors;</p> <p>3. demonstrate an understanding based on experience of the different stages involved in publishing;</p> <p>4. be self-critical and constructively critical about others' work;</p> <p>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.</p>
MA Research Seminar	LELO71M05	<p>By the end of this course, students will have the ability to:</p> <p>1. Develop their knowledge and understanding of a selection of theoretical approaches, literary theories and research methods [1, 2, 3, 15].</p> <p>2. Generate new ideas about their chosen research topic,</p> <p>3. Identify and evaluate relevant up-to-date sources and write a detailed MA thesis proposal [4, 15].</p> <p>4. Think in a critical and analytical manner about complex research questions and participate in discussions of research in progress [7].</p> <p>5. Communicate complex research questions in a clear and structured manner to a range of audiences [10, 11, 19].</p> <p>6. Participate in critical discussions surrounding authors and their works [13].</p>

		7. Participate in group work on older forms of English in a constructive and respectful manner [12, 16]
Literature's Society	LELo96M05	<p>After successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>1. synthesise accounts of the social role of literature in the light of their readings of literary texts;</li> <li>2. analyse primary texts written in a variety of genres from various periods of modern literature;</li> <li>3. formulate their own account of the relationship between literary texts and the presumptions about the social role of literature from which these texts emerged;</li> <li>4. communicate in written English in an academic form and register appropriate to MA level</li> </ol>
Master's Work Placement English	LEX000M10	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> <li>1. work independently in a professional context on the basis of succinct instructions;</li> <li>2. collaborate with others in a professional context;</li> <li>3. communicate professionally in an appropriate register in English or the language of the internship provider;</li> </ol>

		4. reflect on their work and functioning, in relation to their degree programme.
MA English Literature tutorials	The topics of the tutorials and the number of tutorials offered vary per year. The individual of tutorials and their learning outcomes at module level are listed in Ocasys	The learning outcomes of the individual tutorials are linked to the following learning outcomes at programme level:  1, 2, 4, 5, 6, 7, 9, 10, 11, 13, 14, 19
Theoretical approaches to Literature and Interculturality		Advanced knowledge and understanding of literary and cultural theories and method related to intercultural processes.  The ability to analyse literary texts of various genres and styles by applying concepts and approaches of intercultural literary theory.  The ability to demonstrate these skills by means of oral presentations, participation in discussions and essays.
European Cultures, Democracy and Futurity		t.b.c
European Literatures in a (dis)connected world		t.b.c
Master's work placement European literatures and interculturality	LEU000M10	Upon successful completion of the course unit, a student is able to:  1. function in a professional context  2. work in unfamiliar surroundings.  3. reflect on their work and functioning, in relation to their degree programme.  4. collaborate with others in a professional context.  5. work independently, on the basis of succinct instructions.  6. communicate professionally in an appropriate register in the language of the company / internship provider.

<p>Master's Thesis Literary Studies</p>	<p>LEU999M20</p>	<p>Upon successful completion of the course unit, a student is able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate advanced knowledge and understanding of the cultural context in which literary texts were composed.</li> <li>2. demonstrate advanced knowledge and understanding of literary, cultural and/or textual theories and methods.</li> <li>3. demonstrate advanced knowledge and understanding of texts written in a variety of genres.</li> <li>4. demonstrate advanced knowledge of theories of intercultural contact, entanglement and transfer, and approaches to the study of interculturality.</li> <li>5. search for, process and analyse information from a variety of sources.</li> <li>6. identify, articulate and resolve problems and be critical and self-critical.</li> <li>7. communicate key information in a manner appropriate to their target audience and express themselves in a clear, well-structured manner, incorporating the opinions or research of others.</li> <li>8. express themselves at the required level in a variety of registers (formal, informal, specialist) in English or one of the languages on offer (French, German, Italian, Russian, Spanish, Swedish).</li> </ol>
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## Bijlage 3. Schematische weergave toetsprogramma

<b>Module</b>	<b>Code</b>	<b>Assessment methods</b>
Master's Thesis WEM	LEX998M20	thesis
Master's Work Placement WEM	LBX000M10	stageverslag
WEM 1: Modern Literature and Mediation	LEL021M10	portfolio / presentatie / schriftelijke opdracht(en) / werkstuk(ken)
WEM 2: Modern English Language	LET011M10	schriftelijk tentamen / werkstuk(ken)
WEM 3: From Manuscript to Printed Book	LEO015M10	schriftelijk tentamen / schriftelijke opdracht(en)
WEM 6: Poetry Writing	LEL069M05	portfolio, creative Portfolio (50%) Critical Commentary (50%)
WEM 7: Creative Nonfiction Writing	LEL	portfolio of creative nonfiction pieces (60%), schriftelijke opdracht (10%), essay (30%)
WEM 5: Towards the Digital Text, Part A: Book History	LEL072M05	schriftelijke opdracht(en)
WEM 5: Towards the Digital Text, Part B: Digital Remediation and Publishing	LEL073M05	schriftelijke opdracht(en)
WEM 4: Translating and Editing	LEL031M10	portfolio
Master's Work Placement English	LEX000M10	stageverslag

MA Research Seminar	LELO71M05	verslag
Literature's Society	LELO96M05	schriftelijke opdracht(en)
Master's Thesis English	LEX999M20	thesis
MA Literature tutorials	The topics of the tutorials and the number of tutorials offered vary per year. The individual tutorials and their modes of assessment are listed in Ocasys.	All tutorials have a written assignment as their core form of assessment.
Theoretical approaches to Literature and Interculturality		Active participation, research report, presentation
European cultures, democracy, futurity		Oral and written assignments
European literatures in a (dis)connected world		Oral and written assignments
Master's placement European literature and interculturality	LEU000M10	Internship report
Master's Thesis Literary Studies	LEU999M20	Thesis



# Grading European Literatures & Interculturality (LEU999M20)

## Procedure

The first and second assessors independently fill out a thesis report, giving grades for the four assessment criteria. Sufficient grades should be recorded in intervals of 0.5 (e.g., 6.0, 8.5). Insufficients do not require a number grade. A thesis that fails any of the criteria fails overall. The grades should not be altered. Subsequent changes of mind (which are likely to be common) are recorded by the first assessor.

The average of four sufficient criteria grades is used to calculate the overall result of the thesis. Grading is on the standard 1–10 scale regardless of whether a thesis is submitted at the first or second submission dates. This final grade is rounded to one decimal place (e.g., 6.3).

Assessors agree final grades for each assessment criterion. They must discuss differences of 1.0 or more, or pass/fail differences in any of the grading of criteria and these should be explained. They may also discuss and record any other differences they wish. Rubrics and notes about how the assessors reconciled their differences of grade should not be given to the student.

Assessors may jointly decide to discuss a thesis's contents with a student before they finish marking. This may be useful if there is any doubt that the thesis is independent work. Instances of plagiarism are always referred to the Board of Examiners.

Before the final submission of a thesis to the library, a student may be required by the assessors to make minor changes to it. This should be noted in the Thesis Report (in a general way, and not page by page references). Apart from this, a student should not alter a thesis in any detail after it has been submitted for grading. It is important that this is understood or the written feedback might not match up with the thesis which is available in the library.

### *Third Assessors*

In rare cases where the assessors cannot agree a grade the Board of Examiners nominates a third assessor who should complete a rubric independently of the first two. To request this, one of the assessor should contact the Board. After this, a meeting of the three assessors determines the result. In the unlikely event that disagreement persists, the grade will be determined by the Board of Examiners. While this process is going on, the clock is stopped on hand-in deadlines.

A student may not request a third assessor but they can appeal to the Board of Examiners in the usual manner.

**THESIS REPORT**  
**MA LITERARY STUDIES, UNIVERSITY OF GRONINGEN**

European Literatures and Interculturality (LEU999M20) & Master of Education  
 Programmes French (LEDO03M20), German (LEDO01M20), Spanish (LEDO05M20)

<b>Student's Name</b>		<b>Student No.</b>	s
<b>Title</b>			
<b>Date of report</b>		<b>Grade</b>	
<b>Supervisor</b>		<b>Assessor 2</b>	
<b>1st/2nd hand-in + date</b>		<b>Language/Course code</b>	

<b>1. KNOWLEDGE AND RESEARCH (40%)</b>		<b>Grade</b>
<i>Primary texts or material</i>		
<i>Contexts (e.g., literary, cultural, historical, linguistic)</i>		
<i>Critical approach(es)</i>		
<i>Engagement with existing research</i>		
<i>Evaluation &amp; selection of secondary sources</i> (incl. number and currency of sources)		
<b>2. ARGUMENT AND ANALYSIS (30%)</b>		<b>Grade</b>
<i>Cogency</i> (incl. logic, structure, synthesis)		
<i>Originality/creativity</i>		
<i>Application of theories &amp; methodologies</i>		
<b>3. COMMUNICATION (20%)</b>		<b>Grade</b>
<i>Written communication</i> (incl. field-specific terminology)		
<i>Presentation &amp; use of conventions</i>		
<b>4. STUDY SKILLS (10%)</b>		<b>Grade</b>
<i>Autonomy/deadlines met/being (self-)critical</i>		

General comments:  
 Signature supervisor

Signature second assessor

**Final Assessment Form: Thesis**  
**Master in Literary Studies**  
**Faculty of Arts, University of Groningen**

**English Literature and Culture (LEX999M20) • Writing, Editing and Mediating (LEX998M20)**

*(to be completed jointly by first and second assessors, and if applicable third assessor)*

<b>Student Name:</b>		<b>Date Started:</b>	
<b>Student Number:</b>	s	<b>Date Completed:</b>	
<b>Thesis Title:</b>			
<b>First Assessor</b>			
<b>Second Assessor</b>			
<b>Third Assessor (if applicable)</b>			

<b>Final Grade</b> (one decimal place, e.g., 7.4)	
<b>Date and Place:</b>	<b>Signature of First Assessor:</b>
<b>Date and Place:</b>	<b>Signature of Second Assessor:</b>
<b>Date and Place:</b>	<b>Signature of Third Assessor:</b>
<b>Explanation of Agreed Grade</b>	
<i>(please include an explanation of the weighing of overall assessments as well as of any assessment point where assessments significantly diverge)</i>	
See the 'Grading Process Notes' section in the Thesis Report below.	

**MA THESIS RUBRIC: ENGLISH LITERATURE AND CULTURE/WRITING, EDITING AND MEDIATING**

Criteria	Insufficient	5-5	6	7	8	9	10
<b>1. Knowledge &amp; Understanding</b>	<p>Many errors in understanding of any of:</p> <ul style="list-style-type: none"> <li>• main primary material</li> <li>• a key context</li> <li>• principal critical approach or methodology</li> </ul>	<p>Advanced understanding of two of:</p> <ul style="list-style-type: none"> <li>• a major component of the primary material</li> <li>• a key context</li> <li>• principal critical approach or methodology</li> </ul>	<p>Advanced understanding of:</p> <ul style="list-style-type: none"> <li>• most primary material</li> <li>• a key context</li> <li>• principal critical approach or methodology</li> </ul>	<p>Advanced understanding of:</p> <ul style="list-style-type: none"> <li>• all primary material</li> <li>• all key contexts</li> <li>• principal critical approaches and methodologies</li> </ul>	<p>Systematic understanding of:</p> <ul style="list-style-type: none"> <li>• complex primary material</li> <li>• all contexts used</li> <li>• all critical approaches and methodologies employed</li> </ul>	<p>A highly detailed understanding of:</p> <ul style="list-style-type: none"> <li>• complex primary material</li> <li>• relationship between context and meaning</li> <li>• current critical approaches and methodologies</li> </ul>	<p>An understanding of texts, contexts, critical approaches and methodologies which is at the forefront of work on the thesis's subject.</p>
<b>2. Argument &amp; Analysis</b>	<p>Any of the following:</p> <ul style="list-style-type: none"> <li>• badly structured argument</li> <li>• badly used critical approaches</li> <li>• poor textual analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable structure but unclear in places.</li> <li>• Overall argument or methodology somewhat diffuse</li> <li>• Mainly competent use of critical</li> </ul>	<ul style="list-style-type: none"> <li>• Competently structured overall</li> <li>• Main argument or use of methodology clear</li> <li>• Competent use of critical approaches and textual analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Overall structure, introduction and conclusion clear</li> <li>• Logical arguments and/or methodology.</li> <li>• Effective use of critical approaches and textual analysis.</li> <li>• Independent</li> </ul>	<ul style="list-style-type: none"> <li>• Structure, component arguments and introduction clear</li> <li>• Conclusion exceeds competent summary</li> <li>• Highly effective use of critical approaches and textual analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Cogent argument or methodology throughout</li> <li>• Excellent synthesis in conclusion.</li> <li>• Creative use of critical approaches and textual analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Elegant argument that makes novel connections</li> <li>• Economic structure</li> <li>• Imaginative use of critical approaches</li> </ul>

	<ul style="list-style-type: none"> <li>• little independent argument</li> <li>• recurrent use of unnecessary summary</li> <li>• poor introduction or conclusion</li> <li>• unnecessary repetition</li> </ul>	<p>approaches and textual analysis</p> <ul style="list-style-type: none"> <li>• Some independent argument</li> </ul>	<ul style="list-style-type: none"> <li>• Argument frequently independent</li> </ul>	<p>argument that explains its significance</p>	<ul style="list-style-type: none"> <li>• Anticipates counter arguments.</li> <li>• Independent argument throughout that explains its significance</li> </ul>	<ul style="list-style-type: none"> <li>• Neutralises counter arguments.</li> <li>• Independent argument throughout that explains its significance</li> </ul>	<p>and textual analysis</p> <ul style="list-style-type: none"> <li>• Breaks free of received perspectives</li> </ul>
<p><b>3. Research</b></p>	<p>Any of the following:</p> <ul style="list-style-type: none"> <li>• not enough sources</li> <li>• very little recent research</li> <li>• fails to engage with existing research field</li> <li>• key sources unsuitable</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum number of adequate sources</li> <li>• Little recent research</li> <li>• Minimally engages with existing research field</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of suitably evaluated sources</li> <li>• Some recent research</li> <li>• Some engagement with existing research field</li> </ul>	<ul style="list-style-type: none"> <li>• Good range of well-evaluated sources</li> <li>• Uses many up-to-date sources</li> <li>• Engages with existing research field</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive and well-evaluated sources</li> <li>• Uses many up-to-date sources</li> <li>• Consistently engages with existing research field</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough selection of well-evaluated sources</li> <li>• Includes main sources current in field</li> <li>• Creatively engages with existing research field</li> </ul>	<ul style="list-style-type: none"> <li>• Generates research ideas suitable for peer-reviewed publication</li> <li>• Includes all main sources current in field</li> <li>• Creatively engages with existing research field</li> </ul>

<p><b>4.</b></p> <p><b>Written Communication</b></p>	<p>Any of the following:</p> <ul style="list-style-type: none"> <li>• many errors in English use</li> <li>• much poor academic formatting</li> <li>• poor awareness of field-specific terminology</li> <li>• frequent use of inappropriate style</li> </ul>	<ul style="list-style-type: none"> <li>• Several errors in English use or academic formatting</li> <li>• Inappropriate field-specific terminology used several times</li> <li>• Style inappropriate in several places</li> </ul>	<ul style="list-style-type: none"> <li>• Some errors in English use or academic formatting</li> <li>• Inappropriate field-specific terminology occasionally used</li> <li>• Simple but clear style</li> </ul>	<ul style="list-style-type: none"> <li>• Few errors in English use or academic formatting</li> <li>• Appropriate field-specific terminology throughout</li> <li>• Mostly in an academic register</li> </ul>	<ul style="list-style-type: none"> <li>• Very few errors in writing or academic formatting</li> <li>• Appropriate field-specific terminology throughout</li> <li>• In an academic register throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough proficiency in writing and academic formatting</li> <li>• Nuanced use of field-specific terminology throughout</li> <li>• Unforced academic register throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Writing of the standard found in peer-reviewed publications in the field</li> <li>• Nuanced use of field-specific terminology throughout</li> </ul>
<p><b>Skills</b></p>	<p>Fails to follow the <i>Thesis Handbook</i></p>	<p>Follows the <i>Thesis Handbook</i>. Meets required presentation requirements. Suitable thesis title.</p> <p>Final deadlines met.</p>					

<b>Assessors' Grades and Notes: First Submission</b>						
	<b>Knowledge &amp; Understanding</b>	<b>Argument &amp; Analysis</b>	<b>Research</b>	<b>Written Communication</b>	<b>Skills</b>	<b>Grade</b>
<b>First Assessor</b>					Pass/Fail	
<b>Second Assessor</b>					Pass/Fail	
<b>Agreed Grades</b>					Pass/Fail	
<b>Notes: First Assessor</b>						
<b>Notes: Second Assessor</b>						

<b>Assessors' Grades and Notes: Second Submission</b>						
	<b>Knowledge &amp; Understanding</b>	<b>Argument &amp; Analysis</b>	<b>Research</b>	<b>Written Communication</b>	<b>Skills</b>	<b>Grade</b>
<b>First Assessor</b>					Pass/Fail	
<b>Second Assessor</b>					Pass/Fail	
<b>Third Assessor</b>					Pass/Fail	
<b>Agreed Grades</b>					Pass/Fail	
<b>Notes: First Assessor</b>						
<b>Notes: Second Assessor</b>						
<b>Notes: Third Assessor</b>						



## THESIS REPORT

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<b>Student's Name</b>		<b>Track (ELC/WEM)</b>		<b>Date of Exam</b>		<b>Grade</b>	
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<b>1. KNOWLEDGE AND UNDERSTANDING</b>						<b>Grade</b>		
<i>Primary texts or material</i>								
<i>Contexts</i> (e.g., literary, cultural, linguistic)								
<i>Critical approaches and/or methodology</i>								
<b>2. ARGUMENT AND ANALYSIS</b>						<b>Grade</b>		
<i>Cogency</i> (incl. logic, structure, synthesis, introduction, conclusion)								
<i>Independence/creativity</i>								

<i>Application of critical approaches and/or textual analysis</i>		
<b>3. RESEARCH</b>		<b>Grade</b>
<i>Engagement with existing research field</i>		
<i>Evaluation and selection of primary and secondary sources</i>		

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4. COMMUNICATION		Grade
<i>Written English</i> (incl. field-specific terminology)		
<i>General presentation and use of academic conventions</i>		
5. LEARNING SKILLS		Pass/Fail
Deadlines met. Presented in accordance with requirements in the <i>Thesis Handbook</i> .		

*A grade is required for each of the sections 1–5 above. If a subsection is of little importance due to the nature of the thesis, enter N/A in the relevant box.*

**GRADING PROCESS NOTES**

*The manner in which divergences (1.0 or more) in assessors' rubric grades were reconciled should be explained here.*

**GENERAL COMMENTS**

*If a student had an extension from the Board of Examiners, or was a two-year MA student, note this here. Do not give the reasons for extensions. This section should also be used to explain anything in the grading which would not otherwise be transparent for an external audit.*

## Bijlage 4. Aanvullende regelingen voor het afstudeerdossier

*A grade is required for each of the sections 1–5 above. Where a subsection is of little relevance due to the nature of the thesis, enter N/A in the relevant box.*

**Comments** (e.g., graders' differences, summary comments)