Course and Examination Regulations
valid from 1 September 2020

Programme-specific section:

Bachelor's programme: English Language and Culture

These Course and Examination Regulations (henceforth: OER) have been drawn up in accordance with the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW] (henceforth the Act) and the following Leiden University regulations:

- the Regulation on the Binding Student Advice;
- the Leiden Register of Study Programmes Framework Document;
- the Academic Calendar;
- the Regulations for Student Registration.

Pursuant to Section 7.14 of the Act the Faculty Board regularly evaluates the course and examination regulations and assesses, for the purpose of monitoring and, if necessary, adjusting the study load, i.e. the time it takes students to comply with the regulations. In conformity with Section 9.18 of the Act, the department teaching committee is assigned the task of annually assessing how the course and examination regulations are implemented.

These Course and Examination Regulations consist of two sections:

- a faculty section that is identical for all degree programmes,

- a section that contains information specific to a particular degree programme (this document).

This programme-specific section forms a whole together with the general section and only includes the articles that contain details specific to a particular programme.

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Chapter 2 Description of the Programme

Article 2.1 **Objectives of the Programme**

The aim of the programme is to develop the students' academic development in terms of knowledge, understanding and skills in the field of English language and culture to such an extent that:

- the student meets the entry requirements for admission to the master's programmes that follow on from the bachelor's programme;

- the student is able to work in positions for which undergraduate-level academic knowledge and skills in the above field or in a wider academic Humanities context are required or desirable.

Article 2.2 **Specialisations**

Not applicable.

Article 2.3 **Learning outcomes**

Graduates of the programme have attained the following learning outcomes, listed according to the Dublin descriptors:

I. (Knowledge and understanding) The graduate has:

a. *Philology*: (a) knowledge of the systematic and historical development of the English language and of literature, from the earliest stages of the English language (Old English, Middle English, Early and Late Modern English) and (b) understanding of the development of the older English language and literature in a historical-cultural and socio-historical linguistic perspective, characteristic of the multidisciplinary aspect that is specific for this discipline.

b. *Literature*: knowledge and understanding of a limited, yet representative corpus of primary texts, and their social, political and cultural contexts, from the 16th to the 21st centuries, as well as the ability to define common and relevant basic literary concepts, and to apply these in the analyses of these texts.

c. *Linguistics*: knowledge of the basic concepts of English phonology, phonetics, syntax and (depending on the chosen specialisation) morphology and/or historical linguistics, and an understanding of the way in which these basic concepts are used in linguistic analyses of present-day English.

d. *Language acquisition*: (a) knowledge of basic concepts of rhetoric and stylistics, and understanding of the way in which these basic concepts are used in linguistic analyses of present-day English and (b) knowledge and understanding of active (writing, speaking) and passive (reading, listening) proficiency in English to meet the requirements set in the Common European Framework of Reference (CEFR):

	First year	*Bachelor*
Listening	B2	C2
Reading	B2	C2
Spoken interaction	B2	C1
Spoken production	B2	C1
Writing	B2	C1

II. (Applying knowledge and understanding) The graduate is able to:

a. *Philology*: approach historical linguistic and literary questions in an expert manner in the context of a potential professional practice. The graduate has the skill to read texts from older English periods in their original form, and to understand and evaluate the general line of argumentation in relevant historical linguistic and historical literary secondary literature.

b. *Literature*: approach questions on literature in an expert manner in the context of a potential professional practice. The graduate has the competence to carry out research assignments independently based on relevant secondary literature.

c. *Linguistics*: approach questions on linguistics in an expert manner in the context of a potential professional practice. The graduate is able to understand and evaluate the general line of argumentation in linguistic specialist literature.

d. *Language acquisition*: approach questions on English language acquisition in an expert manner in the context of a potential professional practice. Graduates are able to give an accurate, substantiated and critical account of the current situation concerning such questions both orally and in writing.

III. (Making judgements) The graduate is able to:

a. *Philology*: translate primary linguistic and literary texts from the oldest stages of the English language (Old English, Middle English, Early and Late Modern English) at an elementary scholarly level and to analyse their historical and cultural context in a multidisciplinary way. Graduates are able to carry out research assignments based on historical linguistic and literary specialist literature.

b. *Literature*: read, analyse and understand primary literary texts at an elementary scholarly level in their national and international literary, cultural and historical contexts. Graduates are able to understand, evaluate and convey the general line of argumentation in specialist literary scholarship to an audience consisting of specialists and non-specialists.

c. *Linguistics*: recognize and analyse historical, geographical and social language varieties of English and processes of language change based on relevant linguistic data. Graduates are able to carry out research assignments based on linguistic specialist literature and to clearly and unambiguously communicate their findings in English.

d. *Language acquisition*: to present a critical and coherent account, both orally and in writing, on a subject of their own choice, based on selected data and on a reading of relevant background literature. Graduates are able to present this account in a standard academic form to an audience consisting of specialists and non-specialists.

IV. (Communication) Graduates are able to:

clearly and unambiguously communicate their findings in English to an audience consisting of specialists and non-specialists in the field. Furthermore, each humanities programme at Leiden University trains its students in the general academic skills formulated by the Faculty. These skills relate to the Dublin descriptors Judgement, Communication, and Learning skills as specified in Appendix A of the general section.

Article 2.9　　**Language of instruction**

2.9.1.　Subject to the Code of Conduct on the Language of Instruction [*Gedragscode voertaal*[1]], the language in which the instruction is given and in which the examinations and final examinations are held is English. Students are expected to have an adequate command of the language of instruction and examination in the programme, in accordance with the requirements stated in Article 5.2.4. All written

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[1] Code of Conduct Language of Instruction.

examinations, as well as the final BA thesis, are presented in English.
As appropriate, the Faculty publishes the Course and Examination Regulations in English for English-taught programmes.

2.9.2. Not applicable.

Chapter 3   Curriculum

Article 3.2 **Optional components**

Not applicable.

Chapter 4   Examinations and Final Examination

Article 4.2 **Obligatory sequence**

4.2.1   The student may only participate in classes and examinations of the following course components after he or she has successfully completed the examinations for the prior course components that are listed together below:

Component:	Participation in classes and examination only after passing:
4.1.1 BA2 Literature 3	- BA1 Literature 1a - BA1 Literature 2
4.1.2 BA2 Language Acquisition 3	- BA1 Language Acquisition 1: From Scratch to Print
4.1.3 BA2 Philology 3	- BA1 Philology 1 - BA1 Philology 2
4.1.4 BA2 Linguistics 3	- BA1 Linguistics 2
4.1.5 BA2 Linguistics 4	- BA1 Linguistics 1 - BA1 Linguistics 2
4.1.6 BA2 Literature 4	- BA1 Literature 1a - BA1 Literature 2
4.1.7 BA2 Language Acquisition 4	- BA1 Language Acquisition 2: The Spoken Word
4.1.8 BA2 Philology 4: Highlights of Medieval English Literature	- BA1 Philology 1 - BA1 Philology 2
4.1.9 BA2 Philology 4: Early Modern Everyday English	- BA2 Philology 3
4.1.10 BA3 Literature 5	- BA1 Literature 1a - BA1 Literature 1b - BA1 Literature 2 - BA2 Literature 3 or 4
4.1.11 BA3 Literature 6	- BA1 Literature 1a - BA1 Literature 1b - BA1 Literature 2 - BA2 Literature 3 or 4
4.1.12 BA3 Language Acquisition 5	- BA1 Language Acquisition 1: From Scratch to Print - BA2 Language Acquisition 3
4.1.13 BA3 Language Acquisition 6	- BA1 Language Acquisition 1: From Scratch to Print - BA2 Language Acquisition 3
4.1.14 BA3 Philology 5: Old English Literature and Culture	- BA1 Philology 2

4.1.15 BA3 Philology 5: Late Modern English	- BA2 Philology 3
4.1.16 BA3 Philology 6: Middle English Literature and Culture	- BA1 Philology 1
4.1.17 BA3 Linguistics 5: English Word and Sentence Structure	- BA Linguistics 3
4.1.18 BA3 Linguistics 5: English Sound Structure and Word Formation	- BA2 Linguistics 4
4.1.19 BA3 Linguistics 6: Language Change	- BA2 Linguistics 4
4.1.20 BA3 Bachelor Thesis	- BA1 and BA2 completed

Chapter 6   Student Counselling and Study Advice

Article 6.3   **Study advice**

6.3.2 The programme imposes additional requirements regarding components that have to be completed for the first binding study advice referred to in 6.3.1. These are listed in the faculty section of the OER.

Chapter 7   Evaluation of the programme

Article 7.1   **Evaluation of the programme**

The programme is evaluated as follows:
- course evaluations
- programme evaluations

The Programme Committee (OLC) advises the Programme Board based on the outcomes of the evaluation.