



Universiteit Leiden

Course and Examination Regulations

valid from 1 September 2022

Programme-specific section:

Bachelor's programme: Linguistics / Taalwetenschap

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, 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 the same 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 faculty section and only includes the articles that contain details specific to a particular programme. Other sections are included in the faculty section.

Contents

1. General provisions
2. Description of the programme
3. Curriculum
4. Examinations and Final Examination
5. Admission to the Programme
6. Student Counselling and Study Advice
7. Evaluation of the Programme
8. Final Provisions

Appendices

Appendix D – Prospectus (see <https://studiegids.universiteitleiden.nl/en/>)

Chapter 2 Description of the Programme

Article 2.1 Objectives of the Programme

The aim of the programme is to promote the students' academic development in terms of knowledge, understanding and skills in the field of Linguistics 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 are required or desirable.

Article 2.2 Specialisations

The programme has the following specialisations:

- Language and Cognition
- Comparative Indo-European Linguistics
- Descriptive Linguistics
- Taal en communicatie

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

All graduates of the Linguistics programme:

- a. have knowledge and understanding of the basic principles of linguistics and of the standard approaches and research methods, and a number of the most recent approaches and research methods, within this field;
- b. have basic knowledge and understanding of the phonological, morphological, syntactic and pragmatic (communicative) and sociolinguistic analyses of linguistic phenomena;
- c. have basic knowledge and understanding of important differences and similarities between the languages of the world and their use;
- d. have basic knowledge and understanding of the historical development of languages and their use.

II. APPLYING KNOWLEDGE AND UNDERSTANDING

All graduates of the Linguistics programme:

- a. are able to independently perform phonological, morphological, syntactic, pragmatic and historical linguistic analyses of linguistic phenomena at an elementary level;
- b. can design and conduct a small-scale linguistic research study, under supervision, taking account of the traditional and digital methods and techniques that are relevant for the discipline.

III. MAKING JUDGEMENTS

All graduates of the Linguistics programme:

- a. are able to collect and interpret linguistic data in the area of their specialisation, in order to make an academic judgement.

IV. COMMUNICATION

See the learning outcomes formulated by the Faculty (Appendix A).

V. LEARNING SKILLS

See the learning outcomes formulated by the Faculty (Appendix A).

Supplementing and deepening the above general learning outcomes, the following learning outcomes apply for the various specialisations:

A. Graduates of the specialisation Language and Cognition:

I. KNOWLEDGE AND UNDERSTANDING

- a. have experience with recent experimental methods and in-depth knowledge of experimental phonetics, psycholinguistics and neurolinguistics;
- b. have knowledge and understanding of the theoretical principles of sound structure, syntactic structure and meaning;

II. APPLYING KNOWLEDGE AND UNDERSTANDING

- a. can use the acquired knowledge and understanding in the areas of sound structure, syntactic structure and meaning to formulate academic research questions and devise arguments to solve linguistic problems;
- b. can use the acquired experimental methods and knowledge in the areas of experimental phonetics, psycholinguistics and neurolinguistics to design and conduct small experiments.

B. Graduates of the specialisation Taal en communicatie (Language and Communication):

I. KNOWLEDGE AND UNDERSTANDING

- a. have knowledge of the principles underlying the use of the Dutch language;
- b. have understanding of how principles of language use operate in general, including their culture-specificity;
- c. have knowledge and understanding in the area of stylistics;
- d. have knowledge and understanding in the area of the role of language use in persuasion and argumentation;

II. APPLYING KNOWLEDGE AND UNDERSTANDING

- a. can contrast the characteristics of and requirements for Dutch written texts with the characteristics of and requirements for those texts in other languages and cultures;
- b. are able to conduct a research study on language use by applying appropriate methods, and to analyse the results of this research study.

C. Graduates of the specialisation Descriptive Linguistics:

I. KNOWLEDGE AND UNDERSTANDING

- a. have knowledge and understanding of the diversity of languages of the world in the areas of phonetics, phonology, morphology and syntax;

- b. have experience with the methods and techniques that are used to document and describe less well-known languages, including linguistic fieldwork;

II. APPLYING KNOWLEDGE AND UNDERSTANDING

- a. are able to conduct empirical research on a less-described language on the basis of fieldwork, using the relevant technical resources available to Descriptive Linguistics.

D. Graduates of the specialisation Comparative Indo-European Linguistics:

I. KNOWLEDGE AND UNDERSTANDING

- a. have knowledge and understanding of the historical grammar of Proto-Indo-European;
- b. have general knowledge and understanding of the culture of the speakers of Proto-Indo-European;
- c. have in-depth knowledge of the methodology of historical comparative linguistics; have general knowledge and understanding of the history of studying the Indo-European languages;
- d. have knowledge and understanding of the grammar of Gothic, Greek, Hittite, Lithuanian and Sanskrit respectively;

II. APPLYING KNOWLEDGE AND UNDERSTANDING

- a. can use the acquired knowledge of the grammar of Gothic, Greek, Hittite, Lithuanian and Sanskrit to translate a (literary) text from the language concerned to Dutch, with the help of a dictionary;
- b. are able to independently apply the comparative method to Indo-European languages.

Furthermore, all the Humanities programmes at Leiden University train 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 [*Gedragcode voertaal*¹], the language in which the instruction is given and in which the examinations and final examinations are held is Dutch and English. Since 2019-2020 the language of instruction and examination within the post-first-year specialisations Language and Cognition, Descriptive Linguistics and Comparative Indo-European Linguistics are English, while the language of instruction within the specialisation Taal en communicatie has remained Dutch. Students are expected to have an adequate command of the language of instruction and examination in the programme/specialisation, in accordance with the requirements stated in Article 5.2.4. As appropriate, the Faculty publishes the Course and Examination Regulations (OER) in English for English-taught programmes.

2.9.2. Contrary to Article 2.9.1, for individual cases the Board of Examiners may allow that the thesis is written in another language, in accordance with the Guideline on Language Policy².

¹ [Code of Conduct Language of Instruction](#)

² [Guideline on Language Policy](#)

Chapter 3 Curriculum

Article 3.2 Optional components

3.2.7 Contrary to Article 3.2.2, students may not choose the following minor programmes from Leiden University, the TU Delft or the Erasmus University Rotterdam, because their content is similar, fully or in part, to compulsory components in the programme:

- For students in the specialisation Language and Cognition (Taal en cognitie): minor Tweedetaalverwerving (Second-language acquisition). Students in the other specialisations must replace minor courses that overlap with courses already taken in the BA Linguistics programme. Prior to taking this minor, students submit replacement components to the Examination Board responsible for the minor (Neerlandistiek) for approval.

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:

<i>Component:</i>	<i>Participation in classes and examination only after passing:</i>
Morfologie / Morphology	Talen van de wereld / Languages of the World or equivalent
Structure Course in a Non-western Language	Talen van de wereld / Languages of the World
Experimental Methods I: Design & Techniques	Psycholinguïstiek / Psycholinguistics
Syntax 2	Syntax 1
Language Typology	Morfologie / Morphology Klanken van de wereld / Speech sounds of the world
Indo-European Phonology	Language and culture of the Indo-Europeans
Phonology 2	Phonology 1
Semantics 2	Semantics 1
Analysis and Synthesis of Speech	Experimental phonetics
Historical Grammar of Sanskrit	Vedic Sanskrit or an equivalent
Ancient Greek for Linguists 2	Ancient Greek for Linguists 1
Historical Grammar of Greek	Ancient Greek for Linguists 1 & 2
Reading Vedic Texts	Vedic Sanskrit & Historical Grammar of Sanskrit
Processing Syntax and Semantics	Psycholinguistics, Neurolinguistics, Semantics 1, Syntax 1
Experimental Methods II: Practicals & Projects	Experimental Methods I: Design & Techniques, Introduction to Methods and Statistics
Inferential Statistics for the Language Sciences	Introduction to Methods and Statistics
Seminar Form and Meaning	Syntax 1 Syntax 2 Semantics 1 Semantics 2
Seminar Sound and Sound Structure	Phonology 1 Phonology 2 Experimental Phonetics Analysis and Synthesis of Speech
Seminar Linguistic Fieldwork A	Klanken van de wereld /Speech sounds of the world

Seminar Linguistic Fieldwork B	Seminar Linguistic Fieldwork A
Description of a non-western language III	First year Linguistics
Readings in Indo-European Linguistics	Indo-European Phonology, Indo-European Noun, Indo-European Verb
Van sollicitatiebrief tot haattweet/From Letter of Application to Hate Tweet	Taal en communicatie / Language and Communication
BA thesis Comparative Indo-European Linguistics	Readings in Indo-European Linguistics

Chapter 6 Student Counselling and Study Advice

Article 6.3 Study advice

6.3.2 Not applicable.

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 advises the Programme Board based on the outcomes of the evaluation.