

## Programme specific part of the EER, 2019-2020

Programme: Linguistics (research) / *Linguistics*

| Article | Text   |
|---------|--|
| 2.1     | <p><b>Requirements for admission to the programme</b></p> <p>1. Consideration for admission to the degree programme Linguistics (research)/ <i>Linguistics</i>, requires a Dutch or foreign diploma that demonstrates knowledge, understanding and skills at the level of a university Bachelor's degree and that shows its holder has the following specific knowledge, understanding, and skills:</p> <ol style="list-style-type: none"><li>knowledge in the field of linguistics at Bachelor's degree level or equivalent;</li><li>understanding of the theoretical foundations of linguistics;</li><li>basic knowledge of methods in quantitative research;</li><li>a high standard of academic achievement as evidenced in academic transcripts and references;</li><li>intellectual curiosity and motivation for further research;</li><li>ability to use English as a working language for linguistic research.</li></ol> <p>2. Students will be selected on the basis of an assessment of the following core competencies:</p> <ol style="list-style-type: none"><li>motivation and talent (also on the basis of GPA and student progress monitoring);</li><li>level of required knowledge and the mastery of methods and techniques used in the subject area;</li><li>general high level of professional and intellectual ability;</li><li>command of the language(s) used in the programme.</li></ol> <p>This information is used to consider whether the student concerned is in a position to complete successfully the Master's programme within the nominal time period.</p> |
| 3.1     | <p><b>Aim of the programme</b></p> <p>1. <u>The programme aims to:</u></p> <ul style="list-style-type: none"><li>Provide specialized knowledge, insight and skills in the field of Linguistics as practiced today at leading research universities;</li><li>Prepare students for a career as a researcher in a variety of language-related fields of study, both academic and not; and</li><li>Prepare students for a PhD programme in the field of Linguistics.</li></ul> <p>2. <u>The graduate:</u></p> <ul style="list-style-type: none"><li>has profound knowledge of and insight into the field of Linguistics;</li><li>has thorough knowledge of a specialization within the programme, or thorough knowledge at the interface of the programme and another field;</li><li>has the academic skills to independently identify, formulate, analyze a problem and suggest possible solutions to problems in the field of Linguistics;</li><li>has the academic skills to conduct language-related research and to report on it in a manner that meets the general standards of the discipline;</li><li>is able to apply knowledge and understanding in a way that demonstrates a professional approach to academic and non-academic activities a graduate may be involved in upon completion of the program;</li><li>is able to communicate conclusions, as well as the underlying knowledge, grounds and considerations, to an audience composed of specialists or non-specialists.</li></ul>  |

| <b>3.2</b>                                | <p><b>Attendance mode</b></p> <p>The programme is taught full-time.</p>  |   |   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
|---|--|---|---|-------|------------|------------|-------|-----------------|------------|-------|-----------|------------|-------|--------|--------|--------|--------|--------------------------------------|--|--|---|---|---|--------------------------------------|---|---------------------------------------|--|---|----------------------------|--|--|---------------------------------------|-----------------------------|--|--|---|--|-------------|--|--|--|------------------------------------|--|--|--|
| <b>3.3</b>                                | <p><b>Language in which the programme is taught</b></p> <p>The programme is taught in English. All the compulsory parts of the programme (including internship report and thesis) must be completed in English. Elective courses available through other programmes may be taught in other languages; oral and written work for such electives will be in the language of the course or in English.</p>  |   |   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| <b>3.6.1</b>                              | <p><b>Composition of the study programmes</b></p> <p><i>Linguistics</i><br/> Programme includes the following components, having the specified credit load:</p> <table border="1" data-bbox="370 688 1356 814"> <tr> <td>Thesis</td> <td>Compulsory</td> <td>30 EC</td> </tr> <tr> <td>Internship</td> <td>Compulsory</td> <td>15 EC</td> </tr> <tr> <td>Core Curriculum</td> <td>Compulsory</td> <td>45 EC</td> </tr> <tr> <td>Electives</td> <td>Compulsory</td> <td>30 EC</td> </tr> </table><br><table border="1" data-bbox="370 856 1356 1528"> <thead> <tr> <th>Blok 1</th> <th>Blok 2</th> <th>Blok 3</th> <th>Blok 4</th> </tr> </thead> <tbody> <tr> <td><i>Foundations of sound patterns</i></td> <td colspan="2">Foundations of meaning<sup>e</sup> Verlint met LOT Winterschool (RM1 courses)</td> <td><i>Research Seminar &amp; LOT Summer school I</i></td> </tr> <tr> <td><i>Language and its Structure: Syntax</i></td> <td><i>Foundations of language, brain &amp; cognition</i></td> <td>Discourse, cognition &amp; communication</td> <td>Cognitive and computational aspects of word meaning</td> </tr> <tr> <td><i>Digital methods in linguistics</i></td> <td><i>Foundations of language acquisition</i></td> <td>Language Contact, Variation, and Change: Comparing Language Systems</td> <td>L2 acquisition &amp; education</td> </tr> <tr> <td></td> <td></td> <td>Experimental design and data analysis</td> <td>Language &amp; speech pathology</td> </tr> <tr> <td></td> <td></td> <td>Prosodic learning: linking sound to meaning</td> <td></td> </tr> <tr> <td colspan="2">MA rotation</td> <td></td> <td></td> </tr> <tr> <td colspan="4">Participatie in UiL OTS colloquium</td> </tr> </tbody> </table> | Thesis  | Compulsory  | 30 EC | Internship | Compulsory | 15 EC | Core Curriculum | Compulsory | 45 EC | Electives | Compulsory | 30 EC | Blok 1 | Blok 2 | Blok 3 | Blok 4 | <i>Foundations of sound patterns</i> | Foundations of meaning <sup>e</sup> Verlint met LOT Winterschool (RM1 courses) |  | <i>Research Seminar &amp; LOT Summer school I</i> | <i>Language and its Structure: Syntax</i> | <i>Foundations of language, brain &amp; cognition</i> | Discourse, cognition & communication | Cognitive and computational aspects of word meaning | <i>Digital methods in linguistics</i> | <i>Foundations of language acquisition</i> | Language Contact, Variation, and Change: Comparing Language Systems | L2 acquisition & education |  |  | Experimental design and data analysis | Language & speech pathology |  |  | Prosodic learning: linking sound to meaning |  | MA rotation |  |  |  | Participatie in UiL OTS colloquium |  |  |  |
| Thesis                                    | Compulsory   | 30 EC   |   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| Internship                                | Compulsory   | 15 EC   |   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| Core Curriculum                           | Compulsory   | 45 EC   |   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| Electives                                 | Compulsory   | 30 EC   |   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| Blok 1                                    | Blok 2   | Blok 3  | Blok 4  |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| <i>Foundations of sound patterns</i>      | Foundations of meaning <sup>e</sup> Verlint met LOT Winterschool (RM1 courses)   |   | <i>Research Seminar &amp; LOT Summer school I</i>   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| <i>Language and its Structure: Syntax</i> | <i>Foundations of language, brain &amp; cognition</i>  | Discourse, cognition & communication                                | Cognitive and computational aspects of word meaning |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| <i>Digital methods in linguistics</i>     | <i>Foundations of language acquisition</i>   | Language Contact, Variation, and Change: Comparing Language Systems | L2 acquisition & education                          |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
|   |  | Experimental design and data analysis                               | Language & speech pathology                         |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
|   |  | Prosodic learning: linking sound to meaning                         |   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| MA rotation                               |  |   |   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |
| Participatie in UiL OTS colloquium        |  |   |   |       |            |            |       |                 |            |       |           |            |       |        |        |        |        |                                      |  |  |   |   |   |                                      |   |                                       |  |   |                            |  |  |                                       |                             |  |  |   |  |             |  |  |  |                                    |  |  |  |

|            | Blok 5 (jaar 2)   | Blok 6 (jaar 2)  | Blok 7+8 (jaar 2) |
|------------|---|--|-------------------|
|            | <i>Research Seminar &amp; LOT summer school II</i>  | <i>Internship</i> (UiL OTS or elsewhere in the Netherlands/abroad) | <i>Thesis</i>     |
|            | Reasoning about meaning in linguistic communication   |  |                   |
|            | Psycholinguistics: information & emotion  |  |                   |
|            | Syntax and Cognition: Grammar-internal and External Interfaces  |  |                   |
| <b>4.6</b> | <b>Evaluation of quality of the education</b>   |  |                   |
|            | <ol style="list-style-type: none"> <li>1. The education director is responsible for monitoring the quality of the education. To this end the education director will ensure that as part of the quality assurance an evaluation of the courses is made, as well as an evaluation at curriculum level. In this quality control of the courses the education director will draw on the advice and suggestions for improvement of the education committees on promoting and safeguarding the quality of the course.</li> <li>2. The education in the study programmes will be evaluated using the following means: <ul style="list-style-type: none"> <li>• interim evaluation in the course: during the course the students can provide feedback on aspects that could possibly be different or better;</li> <li>• course evaluation: at the end of the courses, the participating students are asked for their opinion on the quality of the contents, educational structure, study materials, testing and lecturer(s) through the digital survey system Caracal;</li> <li>• evaluation at curriculum level: through curriculum dialogues (in Dutch <i>onderwijsgesprekken</i>)</li> <li>• by means of the National Student Survey (<i>Nationale Studenten Enquête – NSE</i>) the students will be asked for their opinion on all aspects of the education and the facilities.</li> </ul> </li> <li>3. Students who have participated in the course will be informed of the results of the course evaluation via Caracal.</li> </ol> |  |                   |

## Curriculum

Linguistics (120 EC)

Programme for students starting from 2019-2020 onward

Core Curriculum (45 EC)

| Code       | Course Title                                     | EC | Block |
|------------|--|----|-------|
| TLRMV19104 | Tlc-Language and its Structure: Syntax           | 5  | 1     |
| TLRMV17105 | Tlc-Term Paper & Research Skills Seminar II      | 5  | 1     |
| TLRMV16105 | Tlc-Foundations of Sound Patterns                | 5  | 1     |
| TLRMV16106 | Tlc-Digital Methods in Linguistics               | 5  | 1     |
| TLRMV16100 | Tlc-Foundations of Language, Brain and Cognition | 5  | 2     |
| TLRMV16110 | Tlc-Foundations of Meaning                       | 5  | 2,3   |
| TLRMV17107 | Tlc-Foundations of Language Acquisition          | 5  | 2     |
| TLRMV17106 | Tlc-LOT School I                                 | 5  | JAAR  |
| TLRMV17104 | Tlc-MA Rotation                                  | 0  | 1,2   |
| TLRMV16115 | Tlc-LOT School & Research Skills Seminar I       | 5  | 4     |

Electives (30 EC)

| Code       | Course Title   | EC | Block |
|------------|--|----|-------|
| TLRMV19114 | Tlc-Language Contact, Variation, and Change: Comparing Language Systems    | 5  | 3     |
| TLRMV16107 | Tlc-Discourse, Cognition and Communication                                 | 5  | 3     |
| TLRMV16108 | Tlc-Experimental Design and Data Analysis                                  | 5  | 3     |
| TLRMV19102 | Tlc-Prosodic learning: linking sound to meaning                            | 5  | 3     |
| TLRMV19109 | Tlc-Cognitive and Computational Aspects of Word Meaning                    | 5  | 4     |
| TLRMV19119 | Tlc-Language and Speech Pathology  | 5  | 4     |
| TLRMV17102 | Tlc-L2 Acquisition and Education   | 5  | 4     |
| TLRMV19103 | Tlc-Reasoning about Meaning in Linguistic Communication                    | 5  | 1     |
| TLRMV19111 | Tlc-Syntax and Cognition: Grammar-Internal and Grammar External Interfaces | 5  | 1     |
| TLRMV19101 | Tlc-Psycholinguistics: Information (and Emotion)                           | 5  | 1     |

Internship (15 EC)

| Code       | Course title | EC | Block   |
|------------|--------------|----|---------|
| TLRMV16117 | Internship   | 15 | 1,2,3,4 |

Research thesis (30 EC)

| Code       | Course Title | EC | Block   |
|------------|--------------|----|---------|
| TLRMV16118 | Thesis       | 30 | 1,2,3,4 |

## Transitional provisions Linguistics 2019-2020 (research)

Students who started in the academic year 2016-2017, 2017-2018 or 2018-2019 need to complete the education programme as described in the EER-attachment, 2016-2017, 2017-2018 and 2018-2019, respectively. If certain components of the education programme are not offered in the current Academic year 2019-2020, the following transitional provisions will apply.

It is possible to make the transition from the exam programme of an earlier cohort to the programme of the current academic year (2019-2020). If the student chooses to do so, he/she has to comply to all regulations of the exam programme of the current academic year and has to request approval from the Board of Examiners. Please contact your study advisor if you are considering to do this.

No transitional provisions are included for students who started before 2016-2017. These students need to consult the Board of Examiners if they have questions about their study programme.

### Transitional provisions for students who started in 2016-2017 (cohort 2016), 2017-2018 (cohort 2017) or 2018-2019 (cohort 2018) [examination programme LN-OLIM-16]

#### 1) Research thesis

The thesis has not been changed.

#### 2) Internship

The internship has not been changed

#### 3) Core Curriculum

| Was  | To do in 2019-2020  | Remarks  |
|--|---|--|
| TLRMV16103<br>Foundations of Language Acquisition & LOT School | TLRMV17107: Foundations of Language Acquisition<br><b>AND</b><br>TLRMV17106: LOT School I | Was 1 course of 10 EC are now 2 courses of 5 EC. |
| TLRMV16104<br>Foundations of syntactic structure               | TLRMV19104<br>Language and its Structure: Syntax  | The course name has changed                      |

#### 4) Electives

The elective courses do not require transitional provisions. If you did not pass one or more electives, you can choose from the current courses. Make sure that you choose a course that does not have a major overlap with already completed courses (see below).

| New courses in 19-20  | Equivalent to                                   | Remarks  |
|---|---|--|
| TLRMV19101<br>Psycholinguistics:<br>Information (and Emotion) | TLRMV16113: Language, communication and emotion | This course is partially equivalent. Students need to contact the course coordinator to discuss how to fulfill the requirements. |
| TLRMV19101<br>Psycholinguistics:<br>Information (and Emotion) | TLRMV16101 Comparative Psycholinguistics        |  |

|  |  |  |
|--|--|--|
| TLRMV19109<br>Cognitive and Computational Aspects of Word Meaning                    | TLRMV16109<br>Empirical Approaches to Formal Semantics           |  |
| TLRMV19119<br>Language and Speech Pathology  | TLRMV16119<br>Speech production and perception                   |  |
| TLRMV19102<br>Prosodic learning: linking sound to meaning                            | TLRMV16102<br>Phonology: Typology and acquisition                |  |
| TLRMV19103<br>Reasoning about Meaning in Linguistic Communication                    | TLRMV17103<br>Semantics & Pragmatics: Representation & Variation |  |
| TLRMV19111<br>Syntax and Cognition: Grammar-Internal and Grammar External Interfaces | TLRMV16111<br>Interfaces: Structure & Meaning                    |  |
| TLRMV19114<br>Language Contact, Variation, and Change: Comparing Language Systems    | TLRMV16114 Micro- and macrovariation in Syntax                   |  |