

5.00 credits


30.0 h + 15.0 h

Q2

Teacher(s)	Degrave Pauline ;
Language :	Dutch
Place of the course	Bruxelles Saint-Louis
Prerequisites	<i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p>Dutch linguistics: Syntax and research methods</p> <p>The objectives of the course Dutch linguistics: Syntax and research methods are threefold.</p> <p>On the one hand (1), the course aims to cover in depth a series of questions specific to Dutch syntax, particularly related to verbs, argument structure and sentence structure, while, on the other hand (2), introducing a series of concepts within the framework of generative grammar.</p> <p>Additionally (3), the course aims to familiarise students with scientific research in linguistics. Students are given a sound introduction to scientific communication (study of scholarly articles, formal oral presentations) and discover the practice of linguistic research by (individually) developing an analysis of a Dutch linguistic phenomenon.</p> <p>Dutch: Practical exercises</p> <p>To improve students' knowledge of Dutch and their general language skills (we work on all four skills: oral and written expression &amp; reading and listening comprehension) through the study of a specific theme. The students also broaden their vocabulary, namely with the study of phrasal verbs and common idioms and proverbs. The level is equivalent to the Common European Framework of Reference for Languages level C1.</p> <p>In addition, some course hours will also be devoted to the methodology of scientific research in the field of Dutch linguistics.</p>

<p>Evaluation methods</p>	<p>The weighting between the linguistics course and the practical exercises is 60/40.</p> <p>Participation in the part “practical exercises” will be taken into consideration in the calculation of the overall course grade in compliance with article 4 of the specific exam provisions (cf. <a href="http://www2.usaintlouis.be/public/enseignement/dispositions_philo_2016-17.pdf">http://www2.usaintlouis.be/public/enseignement/dispositions_philo_2016-17.pdf</a>).</p> <p>Dutch linguistics: Syntax and research methods</p> <p>Formative assessment:</p> <p>The various exercises done in class throughout the year should give the students an accurate idea of how to understand and assimilate the course materials.</p> <p>The summative assessment consists of the following parts:</p> <ul style="list-style-type: none"> <li>- off-session (in the course of the semester; mid-Q2): formal presentation of a scientific article (15%) ;</li> <li>- a paper (+/- 4000 words) on a subject related to the matter covered during the course (50%) ;</li> <li>- an oral exam (35%), consisting of two parts (in the exam session): (1) a question on the contents of the syllabus (25%), and (2) a formal oral presentation of the paper (10%).</li> </ul> <p>Dutch: Practical exercises</p> <ul style="list-style-type: none"> <li>- Formative continuous assessment : Throughout the semester, the students are asked to prepare several written tasks and a presentation at home. They receive feedback on these tasks in order to improve their performance for the final assessment.</li> <li>- Vocabulary quizzes will regularly be organized</li> </ul> <p>Summative assessment</p> <ul style="list-style-type: none"> <li>- Evaluation of a reflection piece on the Flemish press, written in academic Dutch, due after the Easter break (+/- 1000 words).</li> <li>- Summative assessment during the exam session: written examination in June.</li> </ul> <p>Any modification to the assessment modes, linked to external circumstances, will be communicated by the lecturers and via Moodle.</p> <p><b>Use of generative artificial intelligence (or any other online tool, e.g. translators, spelling and grammar checkers, ...)</b></p> <p><b><u>a) Linguistics course</u></b></p> <p>If the student chooses to use one or more AIs (or any other online tool), they must systematically indicate all the parts in which these tools were used, e.g. in footnotes. The student should specify whether the AI was used to search for information, to write the text, or to improve or correct it. The student should also mention which AI (or other online tool) was used (ChatGPT, Bing, Bard, Chatsonic, DeepL, etc.) and the date on which it was used. Information sources must be systematically cited in accordance with bibliographic referencing standards. The student remains responsible for the content of their work, regardless of the sources used.</p> <p>In order to ensure that the student's written work is personal, criteria such as originality, critical thinking, creativity and illustration with examples (e.g. from their own experience) will be taken into account.</p> <p>Any behavior on the part of the student that prevents or attempts to prevent, in whole or in part, the correct assessment of their knowledge, skills and/or competences will be considered an irregularity that may lead to sanctions.</p> <p><b><u>b) Practical exercises</u></b></p> <p>The use of tools based on artificial intelligence for the preparation of personal assignments is prohibited in order to allow students to develop on their own the linguistic skills and scientific rigor corresponding to the level expected for this course. An exception may be made for the correction of linguistic errors in personal work. The tool and script used must be duly referenced in a footnote in the submitted work. Information sources must be systematically cited in accordance with bibliographic referencing standards. Students remain responsible for the content of their work, regardless of the sources used.</p> <p>In order to ensure that the student's written work is personal, criteria such as originality, critical thinking, creativity and illustration with examples (e.g. from their own experience) will be taken into account.</p> <p>Any behavior on the part of the student that prevents or attempts to prevent, in whole or in part, a correct assessment of their knowledge, skills and/or competences will be considered an irregularity that may lead to sanctions.</p>
<p>Teaching methods</p>	<p>The teaching unit BGERM1232 – Nederlands: Syntaxis en onderzoeksmethodologie consists of two parts: (1) the linguistics course and (2) the practical exercises. The weighting between the linguistics course and the practical exercises is 60/40.</p> <p>Dutch linguistics: Syntax and research methods</p> <ol style="list-style-type: none"> <li>1. Lectures (interactive, implying active participation of the students), accompanied by numerous exercises (also more advanced exercises, in which the students learn how to identify and analyse new linguistic facts).</li> <li>2. Interactive class sessions (discussions of scientific articles and exercises), implying active participation of the students.</li> <li>3. Individual tutorials.</li> </ol> <p>Dutch: Practical Exercises</p> <p>The course is based on interactive exercises that require the active participation of the students.</p> <p>Students are regularly asked to prepare exercises at home before coming to class, in order to allow for a good progress of the course.</p> <p>Any modification to the lesson plan (contents, calendar, etc.) due to external circumstances will be communicated via Moodle.</p>
<p>Content</p>	<p>Dutch linguistics: Syntax and research methods</p>

	<p>The course begins with an empirical and theoretical part designed to introduce and discuss some specific topics of Dutch syntax (for example the passive voice, the infinitival clause) within the framework of generative grammar. The discussions regarding these Dutch syntax topics are accompanied by numerous exercises. Next, the students get to work themselves. They read and study scholarly articles, and they complete exercises accompanying these articles, and the exercises are then discussed in class. Then, the individual tutorials start: the students choose the subject of their scholarly paper, and each week, they report on the progress of their research. At the end of the course, the students present their paper (formal oral presentations).</p> <p>Dutch: Practical exercises</p> <p>Each class includes practice of the 4 skills and is based on the study of one of the following themes:</p> <ul style="list-style-type: none"> <li>o media in Flanders (journals, television, aspects of social media and internet,...)</li> <li>o linguistics (study and presentation of scientific articles),</li> <li>o how to write scientific texts in Dutch,</li> <li>o Dutch grammar and pronunciation revision,</li> <li>o vocabulary study based on the vocabulary presented in the syllabus, which concerns the use of phrasal verbs as well as common idioms and proverbs.</li> </ul> <p>In addition, some course hours will also be devoted to the methodology of scientific research in the field of Dutch linguistics.</p>
<p>Inline resources</p>	<p>Moodle page for the course</p>
<p>Bibliography</p>	<p>Syllabus. Sélection d'articles scientifiques. Voir le syllabus pour la liste bibliographique complète.</p>
<p>Other infos</p>	<p>A syllabus will be supplied by the professor during classes and on Moodle for the theoretical part of the course. Another syllabus will be made available at the reprography and on Moodle for the practical exercises.</p> <p>Audio, video, and paper-based learning materials: newspaper articles from the Belgian Dutch-language press as well as from the Dutch press of the Netherlands.</p> <p>Course materials (videos, articles, hand-outs, ...) will be available on Moodle.</p>
<p>Faculty or entity in charge</p>	<p>PHLB</p>

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Modern Languages and Letters: German, Dutch and English	<a href="#">GERB1BA</a>	5	<a href="#">BGERM1141</a>	
Bachelor in Modern Languages and Literatures : General	<a href="#">ROGB1BA</a>	5	<a href="#">BGERM1141</a>	