


5.00 credits

30.0 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>The course Dutch: Linguistic variation in The Netherlands and Flanders aims to increase the students' awareness of variation and linguistic diversity by familiarising them, from a synchronic point of view, with the different varieties of Dutch. The course introduces and covers in-depth the concepts of linguistic variation, more specifically, in terms of dialectology (geographical varieties) and of sociolinguistics (social varieties).</p>
Evaluation methods	<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>- written assignment (for instance: an analysis of a film, Flemish vs. Dutch version) (30%) ;</li> <li>- oral exam (55%) in the exam session:             <ol style="list-style-type: none"> <li>a. questions on the contents of the syllabus</li> <li>b. a question on the contents of a book (cf. bibliography).</li> </ol> </li> </ul> <p>Any modification to the assessment modes, linked to external circumstances, will be communicated by the professor 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>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>
Teaching methods	<p>Lectures (interactive, implying active participation of the students).</p> <p>Any modification to the lesson plan (contents, calendar, etc.) due to external circumstances will be communicated via Moodle.</p>
Content	<p>The course deepens - in a theoretical manner - the basic notions of dialectology (dialect atlas, linguistic continuum, isoglosses, ...) and of sociolinguistics (standard language, variation according to social class, age, gender, context, register of interaction, linguistic insecurity, ...) and systematically concentrates on the phonological, morphological and syntactic characteristics of different varieties of modern Dutch (standard Dutch and its geographical varieties, dialects, regiolects, sub-standard varieties, etc.). In addition to the theoretical introduction, several representative case studies are examined in depth. To implement the various theoretical concepts used in this course, the students are asked, on the one hand, to analyse a film excerpt in its Dutch and Flemish versions, and, on the other hand, to deliver a presentation on a scientific article.</p>
Inline resources	Moodle page for the course

Bibliography	Syllabus. Sélection d'articles scientifiques. Pour l'examen, l'étudiant.e doit lire un des livres suivants: - Bennis, Hans. 2015. Korterlands: Anarchie in de schrijftaal. Amsterdam: Prometheus / Bert Bakker. - Fritschi, Yannick. 2019. De stam van het woord: Over taalevolutie en de eerste taal ter wereld. New Scientist, Pocket Science. - Hinskens, Frans. 2016. Wijdvertakte wortels: Over etnolectisch Nederlands. Amsterdam: Amsterdam University Press. - Tiekens-Boon van Ostade, Ingrid. 2019. Haagse talen. Den Haag: Uitgeverij De Nieuwe Haagsche. - Chapitre 7-12 (pp.150-301) de: Van der Sijs, Nicoline & Roland Willemijns. 2009. Het verhaal van het Nederlands: Een geschiedenis van twaalf eeuwen. Amsterdam: Prometheus / Bert Bakker. Voir le syllabus pour la liste bibliographique complète.
Other infos	The syllabus and a selection of scientific articles will be supplied by the professor.
Faculty or entity in charge	PHLB

<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>	