

The version you're consulting is not final. This course description may change. The final version will be published on 1st June.

5.00 credits

60.0 h + 45.0 h

Q1 and Q2

Language :	Dutch
Place of the course	Bruxelles Saint-Louis
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>Dutch linguistics: Theory</p> <p>The course introduces students to the main basic concepts concerning (1) the phonetics and phonology of Dutch, (2) the lexical classes and the word groups of Dutch, and (3) the syntax of Dutch (cf. sentence structure). The students have to be able to define these basic concepts, to illustrate them with concrete examples, and to perform application exercises.</p> <p>Dutch: Practical exercises</p> <p>To help students to achieve a strong command of written and oral Dutch (the level is equivalent to the Common European Framework of Reference for Languages level B2). Students have to be able to recognise and make appropriate use of the syntactic and lexical specificities of the Dutch language addressed in the course.</p>
Evaluation methods	<p>The weighting between the linguistics course and the practical exercises is 60/40.</p> <p>For both parts (i.e. the linguistics course and the practical exercises), the weighting between January and June is 50/50.</p> <p>The participation during the exercise sessions will be taken into account in the overall mark for the course. Assessment is continuous (tests, assignments, participation, etc.) and certificate-based (oral and written examinations).</p> <p>Certificate examinations in session:</p> <p>Dutch Linguistics: Theory</p> <p>The assessment consists of an oral exam in January and an oral exam in June.</p> <p>The exams include several types of theoretical and empirical questions (reproduction, comprehension, application, etc.).</p> <p>Dutch: Practical exercises</p> <p>The assessment consists of a written exam in January and in June.</p> <p>Any changes to the assessment methods due to external circumstances will be communicated by the teachers and via Moodle.</p> <p>Use of generative artificial intelligence (or any other online tool, e.g. translators, spelling and grammar checkers, ...)</p> <p>a) Linguistics course</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) Practical exercises</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. 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 BGERM1141 – Nederlandse taalkunde: Theorie en grammaticale analyse consists of two parts: (1) the linguistics course and (2) the practical exercises.</p> <p>Dutch linguistics: Theory Interactive lectures, implying active participation of the students, accompanied by numerous exercises (reproduction, comprehension, and application exercises).</p> <p>Dutch: Practical exercises The course is based on interactive exercises that require the active participation of the students. 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.) will be communicated via Moodle.</p>
<p>Content</p>	<p>Dutch linguistics: Theory The course covers three main topics.</p> <p>1) First, the course offers an introduction to the main basic notions of Dutch phonetics (phonetic transcription, distinctive features of vowels and consonants) and Dutch phonology (assimilation, “final devoicing”, ...).</p> <p>1) Secondly, the course offers a systematic study of the lexical classes (nouns, verbs, etc.) by applying them to Dutch, and of the structure of word groups: (elements constituting) the verbal group, the nominal group, ...</p> <p>3) Finally, in addition to an introduction to the basic concepts of syntax (phrases, constituents, syntactic functions), the third module of the course covers the topic of Dutch sentence structure.</p> <p>Dutch: Practical exercises</p> <ul style="list-style-type: none"> o Grammar: Revision of the basic grammar rules of Dutch, using the textbook ‘De Regels van het Nederlands’, and exercises putting into practice the theoretical notions acquired in the course Dutch Linguistics I (lexical classes, grammar, syntax). o Vocabulary: Contrastive study of important differences between Dutch and French, use of Dutch prepositions, and so on. o Written expression: Writing exercises: summaries, structure of texts (skimming and scanning) based on a diagram, formal and informal texts and e-mails, description exercises, and so on. o Pronunciation (assimilation). o Oral expression: Spontaneous conversation exercises in the form of debates, role plays, and other creative exercises; home-prepared presentations on cultural and linguistic topics.
<p>Inline resources</p>	<p>Moodle page for the course</p>
<p>Bibliography</p>	<p>Hilgsmann, Degraeve, Van Goethem & Rasier, 100 fautes. De Boeck, 3e édition, 2023. Florijn, Arjen e.a., De Regels van het Nederlands, Wolters-Noordhoff, Groningen / Houten, 2009. Florijn, Arjen e.a., De Regels van het Nederlands (Werkboek), Noordhoff Uitgevers, Groningen / Houten, 2004. + Voir le syllabus pour la liste bibliographique complète. + Documents supplémentaires sur Moodle.</p>
<p>Faculty or entity in charge</p>	<p>PHLB</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Modern Languages and Letters: German, Dutch and English	GERB1BA	5		