GHENT UNIVERSITY

Course Specifications

Valid as from the academic year 2023-2024

Dutch Linguistics: the Modern Dutch Language Use (A000151)

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0 **Study time 150 h**

Course offerings in academic year 2024-2025

A (semester 2) Dutch Gent

Lecturers in academic year 2024-2025

Vogl, Ulrike LW06 lecturer-in-charge

Offered in the following programmes in 2024-2025	crdts	offering
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - English)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - French)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - German)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Greek)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Italian)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Latin)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Scandinavian Studies)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Spanish)	5	A
Exchange Programme Linguistics and Literature	5	A

Teaching languages

Dutch

Keywords

language and politics, language and power, multilingualism, discourse analysis, language ideology, media

Position of the course

raising students' awareness of the social functions of specific text genres, in a context of globalisation, digitalisation and multilingualism in the Dutch language area

Contents

Terms like 'verfransing' [Frenchification], 'asielzoeker' [asylum seeker], 'nultolerantie' [zero tolerance] and 'woke': who uses them why, in which texts and with which effect? Do our ways of speaking and writing about language contribute to social inclusion and exclusion of speakers? Who determines what can be said about varieties, their speakers and specific groups in society?
In the first half of the semester, we will explore how Critical Discourse Analysis can be used to critically examine public debates in a broad historical, social and political context. A theoretical and methodological introduction (blended learning) will be followed by examples of recent research, e.g. on discourses on English Medium Instruction in Higher Education in the Low Countries.
In the second half of the semester, students will carry out their own small-scale discourse analyses about discourse(s) on a socially relevant topic in the Dutch language area. They will present the results in a paper (3000 à 5000 words). Moreover, students will present (1) their research plan (online) and (2) their first results (on campus). It is possible to collaborate in teams of two.

Initial competences

basic knowledge of the Dutch language system and use (cf. Bachelor)

Final competences

1 to be able to critically evaluate the representation of language and multilingualism (and other socially relevant topics) in public discourse in Belgium
2 to be able to identify (language) ideologies which inform a specific kind of argumentation
3 to be able to identify and name discursive strategies
4 to be able to relate discourse on language and multilingualism to the historical context of Belgium
5 getting acquainted with theory and methods of Critical Discourse Analysis
6 to be able to present results from empirical research (1) in an (online) oral presentation and (2) in a scientific paper

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture, Independent work, Peer teaching

Extra information on the teaching methods

Combination of online lectures (on theoretical and methodological issues) and interactive online and on campus teaching forms such as group discussions (World Café) and presentations on case studies by students.

Study material

None

References

Gee, James Paul (2018): Discourse analysis. From grammar to society. New York, NY: Routledge.
Wodak, Ruth; Meyer, Michael (2016): Methods of critical discourse studies. 3rd edition. Los Angeles: SAGE.

Course content-related study coaching

group and individual support

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Participation, Presentation, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

participation, presentation (online / on campus), paper

Calculation of the examination mark

Permanent evaluation
participation (10%), presentation (40%), written assignment (50%)
In case students do not participate in all evaluations or get a score lower than 8/20 for one form of evaluation, they cannot pass the course. In this case, if the average of the partial evaluations yealds a score of 10 or higher, it will be reduced to 9/20.

Students are expected to develop their reading, listening, writing and speaking skills during all activities and tasks inside and outside of the classroom. For evaluation, we expect a language proficiency that is adequate for the course's place in the curriculum.

Facilities for Working Students

Facilities:
1 High flexibility because of hybride / online format

2 Feedback is given via Ufora, by email or via MSTeams