

## Dutch Literature Exercises (A005953)

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

**Credits 5.0** **Study time 150 h**

**Course offerings and teaching methods in academic year 2026-2027**

A (semester 2) Dutch Gent seminar

**Lecturers in academic year 2026-2027**

Gobyn, Saartje	LW07	staff member
Van Steen, Maxime	LW07	staff member
Desplenter, Youri	LW07	lecturer-in-charge
T'Sjoen, Yves	LW07	co-lecturer

**Offered in the following programmes in 2026-2027**

	<b>crdts</b>	<b>offering</b>
<a href="#">Master of Science in Teaching in Languages(main subject Applied Language Studies)</a>	5	A

**Teaching languages**

Dutch

**Keywords**

Analysis and writing skills, basic heuristic skills.

**Position of the course**

By means of tutorials, independent assignments and group work, students demonstrate their familiarity with the terminology from literary studies. They are able to interpret and interpret literary texts from the historical and modern period.

**Contents**

The exercises consist of two parts. One part concerns medieval texts, the second modern poetry. For both components, the exercises consist of a number of content-based seminars in which texts that the students have read in advance are further discussed. Active participation is expected during the seminar sessions (including oral and written contributions). The lecturers guide the students (individually and in groups) in their progress on writing assignments.

For the medieval part, the emphasis is on reading and analysing historical Dutch literature. A number of assignments, increasing in difficulty, teach students how to deal with the specific challenges of understanding Middle Dutch texts and also how to work with the various tools used in the study of historical literary texts (such as dictionaries).

The part on modern poetry draws attention to a number of key points in nineteenth-, twentieth-, and twenty-first-century poetry in the Netherlands and Flanders. Starting from a close reading of selected poems, the analysis is expanded to genre, literary movements, and historical context. In this way, students learn to interpret poems and build familiarity with poetic terminology. The students complete a writing assignment on a contemporary poetry collection (to be chosen from the reading list). This consists of an academic paper of approx. 2,700 words in which the students analyse and interpret a selection of poems by means of a research question of their own choosing. Additionally, the students give an oral presentation consisting of several components: (1) The students present an interpretation of a poem from one of the collections discussed in the seminars. They do so using convincing textual arguments and the literary terminology introduced during the seminars. (2) They then present a lesson plan in which this poem is interpreted. (3) The students answer additional questions about their presentation.

### *Schedule*

For the medieval part, students join one of the groups of the tutorial course in Dutch Literature: Middle Ages. For the other part, they join one of the groups of the tutorial course in Dutch Literature: Modern Poetry.

### **Initial competences**

Good oral and writing skills into Dutch.

### **Final competences**

- 1 1. To be able to recognize structural and stylistic aspects of genres and texts studied in the lessons.
- 2 2. To be able to present a personal reading experience with regard to the thematical, structural and literary-historical characteristics of the literary texts.
- 3 4. To be able to present an analysis of modern poetry, by means of close reading or with a focus on composition and motives in the poetry volume.
- 4 5. To be able to present in a didactic way a well-structured poetry analysis and historical reflections on a literary case.
- 5 6. Having excellent Dutch oral and writing skills en being able to make use of these competences. The student can present his or her research in a transparent and logic way.
- 6 The student can critically evaluate digital information sources for relevance, reliability, and validity.
- 7 To be able to translate Middle Dutch texts with the help of dictionaries and grammatical handbooks.
- 8 To apply knowledge of the medieval Dutch literary traditions (up to ca. 1550) when reading and analysing texts and when situating them within a literary-historical and stylistic context.
- 9 To think analytically about (cultural-)historical, literary, and linguistic issues.

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar

### **Extra information on the teaching methods**

Guided self-study, tutorial with educational discussion (the students read preparatory literature and are able to reflect on this orally and in writing during the lectures), demonstration, independent work. This course module is based on the responsible use of generative artificial intelligence (GAI). Throughout the lecture series, an explanation will be provided regarding what this entails.

No class recordings are made.

### **Study material**

Type: Handbook

Name: Voorbeeldig en vermakelijk vertellen. Zeven Middelnederlandse verhalen . Leuven/Den Haag: Acco, 2018

Indicative price: € 58

Optional: yes

Language : Dutch

Author : G. Claassens

ISBN : 978-9-46344-676-1

Available in the Library : Yes

Type: Handbook

Name: In a poetic way. A guide to reading poetry

Indicative price: € 22

Optional: no

Language : Dutch

Author : Van Alphen, E., Duyvendak, L. & M. Meijer

ISBN : 978-9-06283-008-4

Available in the Library : Yes

### **References**

Literature is provided in the lectures. The reading list is made available on a shelf

in the university library or on Ufora.

### **Course content-related study coaching**

Permanent guidance is provided in groups and individually.

For practical questions about this course, students can contact the course coordinator (Youri.Desplenter@UGent.be). For content-related questions, students should get in touch with the respective lecturers.

### **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

### **Calculation of the examination mark**

The final score is calculated as follows: 50% for the 1st semester and 50% for the 2nd semester).

Students must participate in all parts of the evaluations in order to pass the course.

Anyone who is unjustifiably absent from or does not participate in (a part of) the evaluation during the evaluation moments cannot pass and, if the mathematical final score is a mark of 8 or more out of 20, will receive the highest non-deliberate mark (at most 7/20).

When assessing the written parts of the non-periodical assessment, the content, style, spelling and the processing and correct representation of the sources used are taken into account.

### **Facilities for Working Students**

In agreement with the teachers.